ED 386 530 AA 001 265

Resources in Education (RIE). Volume 31, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 96
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 386 531 CE 068 148

Dean, Gary J., Ed.; Ferro, Trenton R., Ed.
Pennsylvania Adult and Continuing Education Research Conference Proceedings (Monroeville, Pennsylvania, October 8, 1994).
PUB DATE- 8 Oct 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; *Andragogy; *Continuing Education; *Educational Practices; *Educational Research; Ethnic Stereotypes; Job Training; Literacy Education; Nontraditional Students; Postsecondary Education; Research Methodology; Role Perception; Sex Stereotypes; Social Bias; *Teaching Methods; Welfare Recipients

This document contains 5 invited papers, 11 refereed papers, and 3 symposium papers from an adult and continuing education research conference. The invited papers are: "Community and Adult Education: A Conceptual Framework for Theory and Practice" (Gary J. Dean); "Understanding the Control of Learning within Grassroots Initiatives" (Joyce S. McKnight); "Hidden Curricula in Literacy Readers: A Content Analysis" (B. Allan Quigley, Ella Holsinger); "Multicultural Education and Beyond: Expanding Principles of Adult Education To Incorporate Alternative Pedagogies" (Jovita M. Ross-Gordon); "Old Stories/New Voices: Using Oral History in Adult Education Research" (Kimberly A. Townsend). The refereed papers are: "Findings from Four Workplace Literacy Program Evaluation Studies" (Eunice N. Askov, Emory J. Brown); "School Learning

ED 386 549 CE 069 771

Electrical Trades. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Communication Skills; *Competence; *Competency Based Education; *Electrical Occupations; Electrical Systems; Electric Circuits; Electricity; Electric Motors; Electronics; *Employment Qualifications; *Entry Workers; Job Analysis; Job Skills; Mathematics Skills; Reading Skills; Safety; Science Process Skills; Statewide Planning; Thinking Skills; *Trade and Industrial Education
IDENTIFIERS- *Ohio

This Occupational Competency Analysis Profile (OCAP), which is one of a series of OCAPs developed to identify the skills that Ohio employers deem necessary to entering a given occupation/occupational area, lists the occupational, academic, and employability skills required of individuals entering the electrical trades. The introduction explains the content and purpose of OCAPs. Presented next are an OCAP listing competency builders in 8 technical skill areas specific to the electrical trades (safety, electrical principles, National Electrical Code, residential installations, commercial and industrial installations, commercial and industrial motor installations, specialized systems, and electronic applications) and an OCAP listing competency builders in 12 employability skill categories. A section on academic job profiles discusses the purpose of job profiling, presents an academic job profile for the electrical trades, and details the specific academic skills included in the following categories: applied mathematics, locating information, reading for information, applied technology, teamwork, listening, and writing. Included in a section on academic competencies are a master list of 504 academic competencies and a list of 79 academic competencies specific to the electrical trades. Concluding the OCAP is information on the OCAP verification panels. (MN)

ED 386 550 CE 069 772

Graphic Communications. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Communication Skills; *Competence; *Competency Based Education; Desktop Publishing; *Employment Qualifications; *Entry Workers; Equipment Maintenance; Equipment Utilization; *Graphic Arts; Job Analysis; Job Skills; Mathematics Skills; Photocomposition; Printmaking; Reading Skills; Science Process Skills; Statewide Planning; Thinking Skills; *Trade and Industrial Education
IDENTIFIERS- *Ohio

ED 386 567 CE 069 808

Krause, Fritz
Correcting Inappropriate Classroom Behavior through the Use of Cooperative Learning and Peer and Self-Evaluation.
PUB DATE- May 95
NOTE- 114p.; Master's research final report, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Numerical/Quantitative Data (110)
DESCRIPTORS- *Behavior Modification; Change Strategies; Classroom Research; Classroom Techniques; *Cooperative Learning; High Schools; *Peer Evaluation; Questionnaires; *Self Evaluation (Individuals); *Student Behavior; Tables (Data); *Trade and Industrial Education

The effectiveness of a behavior modification program combining cooperative learning with peer and self-evaluation was field tested with a group of 20 students in a 9th-grade class in beginning small engines. The students represented a mix of racial/cultural and economic backgrounds, were of average intelligence, and exhibited a variety of poor work habits and disruptive behavior. After an analysis of literature on disruptive behavior and its possible causes, a set of intervention strategies was formulated that included the following: a cooperative group learning program based on a set of project-developed illustrated engine parts assembly instruction sheets; instruction in self- and peer evaluation procedures and regular use of project-developed evaluation forms; and use of student-developed quizzes. The strategies were field tested for 6 weeks. Postintervention data confirmed a decrease in disruptive behaviors and poor work habits and an increase in student performance levels after the field test. (Appendixes constituting approximately one-third of this document include the following: tables summarizing initial data regarding students' work habits, disruptive behaviors, and performance; student sheets and illustrations dealing with engine parts assembly; sample peer and self-evaluation forms and data forms; sample student-generated quizzes; poststudy data; and illustrated study sheets. Contains 25 references.) (MN)

ED 386 568 CE 069 811

Study Circles in Paired Congregations. Enriching Your Community through Shared Dialogue on Vital Issues.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Churches; *Discussion Groups; *Group Discussion; Guidelines; *Racial Relations; Study Guides
IDENTIFIERS- *Study Circles

This booklet is a practical tool designed to help bring about small-group discussions between religious congregations. (Study circles are democratic, small-group discussions in which citizens share their experiences, analyze the problems in their communities, and come up with ideas on how to resolve them.) The guide is organized in two parts. The first part of the guide explains in detail how to organize a small-group

ED 386 586 CE 069 842

Pittman, Karen J.; And Others
Youth Employment Preparation through a Youth Development Lens: Broad Recommendations for Sustaining Change.
SPONS. AGENCY- Department of Labor, Washington, D.C.; National Youth Employment Coalition, Washington, DC.
PUB DATE- Sep 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Development; Change Strategies; *Educational Change; Educational Needs; Educational Policy; Educational Research; *Education Work Relationship; Employment Programs; Federal Programs; Job Training; Literature Reviews; Models; Needs Assessment; Noncollege Bound Students; Policy Formation; Position Papers; Public Policy; Secondary Education; *Theory Practice Relationship; *Vocational Education; *Youth Employment; Youth Programs

Several recently commissioned Department of Labor reports and other publications examining youth employment and training (E&T) programs were reviewed, and the findings were synthesized into a proposed framework for reviewing current and recommended directions for youth E&T programs with consideration for available research on youth development. It was discovered that the most effective youth E&T programs have been those designed with consideration for the findings of research on youth development. It was therefore recommended that program designers/providers take the following actions: (1) shift their focus from defining success primarily in terms of short-term changes in knowledge or behavior to defining success in terms of changes in perception and processing that can have more lasting implications; (2) improve their understanding of adolescent development and adolescent thinking, their commitment to providing not only services but also supports, and their ability to tailor program times and offerings to the needs of their youth; (3) realize that young people targeted for second-change youth E&T programs should not be expected to benefit from programs modeled after adult programs; (4) remember that young people are influenced not just by programs but also by their larger environment; and (5) give noncollege-bound youth the same time for "floundering" that is provided for college-bound youth. (MN)

ED 386 587 CE 069 844

Satterlee, Brian; Craig, Will
Seven Future Trends in the Workplace.
PUB DATE- Nov 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Employer Employee Relationship; *Employment Patterns; *Employment Practices; *Futures (of Society); Labor Conditions; Lifelong Learning; Organizational Climate; Productivity; *Quality of Working Life; Self Actualization; Work Environment

In the future, seven trends--already firmly established--will become dominant in the world of work. Those trends are as follows: (1) middle management positions will continue to be

ED 386 605 CG 025 247

Journal of Young Adulthood and Middle Age, 1990.
PUB DATE- 90
NOTE- 135p.; For 1989 and 1991 volumes, see CG 025 246 and CG 025 248.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Development; *Career Counseling; Career Development; Child Abuse; *Counseling; Homosexuality; Lesbianism; *Middle Aged Adults; One Parent Family; Parenthood Education; Rural Environment; *Sex Differences; Sexual Abuse; *Young Adults

Eleven articles are presented that focus on the family, sexuality, and developmental issues of young and middle aged adults. The "Articles" section includes: (1) "A Role/Career Development Model of Adult Development" (David Payne); (2) "Counseling the Middle-Aged: Misinformation, Myths and Implications for Counseling" (John D. Keshock); (3) "Homosexual Relationships: A Unique Type of Family" (June Williams); (4) "Rural Women: Mid-Life Issues" (Joan England and Jessie Finch); (5) "Women as Single Parent: Issues, Research, and Counseling Implications" (Patricia Y. Leonard and Quinn M. Pearson); (6) "Development Crisis: The Transition to Parenthood" (Bernadette Mathews); (7) "Lesbian Mothers: A Little Understood Minority" (Lynn J. Friedman); and (8) "Resolution of Mid-Life Crisis: The Sexually Addicted" (Daya S. Sandhu). The "Practically Speaking" section includes: (1) "Sexual Offender Treatment Option Program" (Barbara B. Duncan); (2) "The Child Care Counseling Program" (Carol Ann Rudolph and Pamela Feinstein); (3) "Homosexuality: Menacle or Menu/The Question of Choice" (Stephen Paul Flemming). The articles contain a list of selected references. (BF)

ED 386 606 CG 025 248

Journal of Young Adulthood and Middle Age, 1991.
PUB DATE- 91
NOTE- 240p.; For 1989 and 1990 volumes, see CG 025 246-247; cover says "Volume 3"; title page says "volume 1, No. 3."
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Development; *Career Counseling; Career Development; Continuing Education; *Counseling; Dislocated Workers; Dual Career Family; Eating Disorders; Incest; *Middle Aged Adults; *Sex Differences; Sex Role; *Young Adults
IDENTIFIERS- Cajuns

The "Articles" section of this issue includes: (1) "Continuing Education Needs of Counselors Working with Adult Clients: Results of A Survey" (Larry Burlew and Peter Emerson); (2) "Gender Differences in Adult Development" (Cindy Rigamer); (3) "Developmental Counseling and Therapy with Involuntary Midlife Career Changes" (Dianne M. Kenney and Joseph G. Law); (4) "Relationship of Gender-Role Conditioning to Self-Esteem in Women" (Vonda O. Long); (5) "Nontraditional College Students: A Developmental Look at the Needs of Women and Men Returning to School" (James M. Benshoff); (6) "Dual-Earner Marriages: Research, Issues, and Counseling Implications" (M. Susan Wilkie); (7) "Effects of Gender and Cultural Variables on the Perceptions of Cajuns and Non-Cajuns toward Middle Age" (Daya S. Sandhu and Michael Assel); (8) "Building the Classroom

ED 386 625 CG 026 430

Gustafson, Rebecca; And Others
The Relationship between Parenting Style and Maternal Employment in Families with Preschoolers.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; Dual Career Family; Employed Parents; *Employed Women; Family Characteristics; *Family Financial Resources; Family Income; *Family Work Relationship; *Mothers; Nuclear Family; Parent Attitudes; *Parent Child Relationship; *Preschool Children; Preschool Education
IDENTIFIERS- *Parenting Styles

Research has suggested that parenting practices have an influence on children's subsequent adjustment. It was hypothesized that maternal employment would be associated with both maternal and paternal parenting style, and that family SES would mediate these effects. A sample of 94 families (from the Philadelphia region) with children under the age of 5 years was assessed. Families were divided into three groups on the basis of maternal employment (full-time, part-time, and no outside employment). A median-split was performed to divide the sample of families into high and low SES subgroups. No significant correlation between SES and parenting style was found. Few differences between families with unemployed, part-time employed, and full-time employed mothers were found. However, on the summary parenting styles measure, families of part-time employed mothers were found to be significantly more reliant on verbal forms of discipline and more apt to ignore preschoolers' misbehavior than were families of full-time employed mothers. Mothers and fathers from families of full-time employed mothers were significantly more likely to share parenting responsibilities but not more likely to share household responsibilities. Families with part-time employed mothers were notably more likely to share dinnertime with their families than were families with either unemployed or full-time employed mothers. (Author/JBJ)

ED 386 626 CG 026 432

Foster, Sandy
Comparison of Knowledge of Obsessive-Compulsive Behavior between Counseling Students and School Administration Students.
PUB DATE- Aug 95
NOTE- 39p.; Masters Research Paper, Sam Houston State University. The first three tables contain broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; *Behavior Disorders; *Clinical Diagnosis; *Counselor Training; *Educational Administration; Educational Diagnosis; Elementary Secondary Education; Higher Education; *Knowledge Level
IDENTIFIERS- *Obsessive Compulsive Behavior

Obsessive-compulsive adolescence behavior in the classroom environment can be disruptive, affecting the teacher and other students. Certain personality traits of the obsessive-compulsive are obvious, while other symptoms are frequently misdiagnosed. As school staff are often the first step in the

ED 386 646 CG 026 466

Burke, Richard R.
Critical Issues in the Lives of Gay and Lesbian Students: Implications for Counseling.
PUB DATE- Apr 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Students; *Counseling; Higher Education; High Schools; *High School Students; *Homosexuality; Lesbianism; Staff Development

Gay and lesbian students in high schools and colleges face special problems and may be the very people who receive the least help. It is estimated that one-third of all suicides among teenagers are committed by gay and lesbian students, and it is further estimated that gay people seek counseling at a rate two to four times greater than the non-gay population. Yet, many counselors bring ambivalent attitudes toward homosexual clients. Although each person is unique, commonalities exist among homosexual students. These are discussed as well as the process of coming out. Five implications for counseling are: (1) the counseling center environment should appear welcoming to homosexual students; (2) since gay and lesbian students have lived with fear, self-loathing, and often harassment, it is important for the counselor to witness this pain through slow, careful empathic feedback; (3) the client who is ready should be helped to find sources of friendship and association with other gay people; (4) conflicts and questions about coming out to others need to be addressed; and (5) gay and lesbian students may need help with grieving. Contains seven references. (JBJ)

ED 386 647 CG 026 467

Public/Private Partnerships in Health Promotion: A Guide for the Aging Network.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Health; Health Activities; *Health Education; *Health Promotion; Middle Aged Adults; Older Adults; Old Old Adults; Public Health; *Shared Resources and Services; Young Old Adults

The aging network has been slow to embrace health promotion activities as core services to the aging population. Therefore, advocates for business and aging partnerships in health promotion activities must first educate their colleagues about the value of health promotion programs before looking for partners in the business community. The goal of health promotion is to prevent the premature onset of disease and disability. This guidebook is one in a series of publications on public/private partnerships. The ProHealth for Seniors Task Force is a community coalition in Georgia, that represents both public and private service organizations and the business community. Using the projects of the ProHealth for Seniors Task

ED 386 668   CG 026 499

Wettersten, Kara B.; Lichtenberg, James W.
Relationship Formation and Change in Psychotherapy: An Analysis of Cases.
PUB DATE- 15 Aug 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Science Research; Clinical Psychology; Communication (Thought Transfer); *Communication Research; Human Relations; Interaction; *Psychotherapy; Relationship; Therapy
IDENTIFIERS- *American Psychological Association; Working Alliance Inventory

This study investigates the nature of therapist-client interactions within and across seven actual psychotherapy cases to investigate the assertion within interactional theories that positive therapeutic outcome is the result of a transition from relational incongruence to relational congruence. Counselor/client verbal utterances were coded using Stiles' verbal response taxonomy. A measure of counselor and client response redundancy (patterning) served as an index of relational congruence, with higher levels of redundancy reflecting greater congruence. Therapeutic outcome, operationalized in terms of symptom reduction, was assessed using the SCL-90-R psychological symptomology instrument. The Working Alliance Inventory was used as a construct validation measure for the index of relational congruence. A transition from incongruence to congruence was not evidenced in the cases, nor was a relation found between relational congruence and the Working Alliance Inventory. However, there was some support for the hypothesis that therapeutic change (symptom reduction) is related to relational congruence/incongruence. Further research to address the issues raised by this study is needed. (Contains 40 references.) (Author/KW)

ED 386 669   CG 026 500

Boylan, John C.; And Others
Practicum and Internship: Textbook for Counseling and Psychotherapy. Second Edition.
PUB DATE- 95
NOTE- 369p.; For the first edition, see ED 346 376.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agencies; Consultation Programs; Counselor Client Relationship; Ethics; Evaluation; *Internship Programs; *Legal Responsibility; Mental Health; Practicums; *Practicum Supervision; Professional Development; Therapy

The purpose of this text is to assist supervisors, and practicum students and interns in their practicum/internship training. The text contains theoretical components that are valuable and essential to the training of student counselors and psychotherapists. In addition to the theoretical aspects presented, training activities germane and necessary to the

ED 386 689 CS 012 247

Beach, Jane
Literacy Development among Low Achieving Kindergarten Students.
PUB DATE- May 95
NOTE- 71p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; Early Intervention; Independent Reading; Instructional Effectiveness; Kindergarten; *Kindergarten Children; *Literacy; *Low Achievement; Primary Education; *Reading Attitudes; *Reading Improvement; Reading Programs; Reading Research; *Reading Skills; Skill Development
IDENTIFIERS- Elgin School District IL

A study investigated the effectiveness of a program for the development of literacy skills among low-achieving kindergarten students. The targeted population consisted of those identified as most at risk in the kindergarten classes at Willard Elementary School located in South Elgin, a village south of Elgin in northern Illinois. The problem of low achievement in literacy skills was documented through interviews with kindergarten students, teacher observation checklists and teacher journal entries. Analysis of the probable cause data revealed that a lack of skill development among low-achieving kindergarten students may be related to dysfunctional families, poverty, poor health, English as a second language, poor parenting skills, poor alternative childcare and inadequate funding for education. A review of curricular content and instructional strategies revealed a lack of planning for and delivery of literacy skill development. Solution strategies suggested by knowledgeable others, combined with an analysis of problem setting, resulted in the selection of two major categories of intervention. The Literacy 2000 Reading Series was used to implement a program of mini-lessons designed for development of literacy skills. These books were also used to foster enthusiasm for reading through an independent reading program. Post-intervention data indicated an increase in various literacy and book handling skills as well as enthusiasm for learning to read. (Contains 10 references and 10 tables of data. Appendixes present data, interview questions, and an informed consent form.) (Author/RS)

ED 386 690 CS 012 248

Krug, Marline; Fordonski, Patricia
Improving Recreational Reading Habits of Elementary Students.
PUB DATE- 1 May 95
NOTE- 86p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Cooperative Learning; Critical Reading; *Cross Age Teaching; Elementary Education; *Elementary School Students; Grade 4; Instructional Effectiveness; Kindergarten; Reading Attitudes; *Reading Habits; *Reading Improvement; Reading Research; Reading Strategies; *Recreational Reading; Student Surveys; *Tutoring
IDENTIFIERS- Geneva Community Unit School District 304 IL

A study investigated the effectiveness of a program for improving the recreational reading habits of elementary students through the use of cross-age tutoring in critical reading strategies.

ED 386 708 CS 012 266

Wills, Janet M.
Reading Workshop. Literacy Report No. 20.
PUB DATE- Nov 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Classroom Environment; Elementary Education; *Reading Instruction; *Reading Motivation; *Reading Strategies; Teacher Role; Teaching Methods; *Workshops
IDENTIFIERS- Response to Literature

Reading workshop employs teaching methods to accomplish the goals of preparing self-disciplined readers who read and write by choice, motivating students to read and write because of a genuine interest, and developing students who learn to read and write by doing. Reading Workshop came into existence as a reaction to the disproportionate amount of time students spend on completing worksheets. A typical Reading Workshop period would include these five components: (1) sharing time; (2) mini-lesson; (3) state-of-the-class, in which teacher and students review responsibilities and progress they have made; (4) self-selected reading and response; and (5) sharing time. When given the opportunity to explore topics of interest while being taught reading strategies, even the lowest readers can be successful. (RS)

ED 386 709 CS 012 267

Gersten, Karen
Multicultural Education. Literacy Report No. 22.
PUB DATE- Nov 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Definitions; *Educational Change; Elementary Education; *Multicultural Education; Parent Participation; Textbooks
IDENTIFIERS- *Curriculum Implementation; *Educational Issues

Few things have affected American education as much as the changing face of its student population. American education has been slow to implement multicultural education, and when it has been implemented, it has taken on numerous forms. Multicultural education takes so many different forms because no clear definition exists. Some educators are reluctant to implement a multicultural curricula because they do not recognize its importance. Incorporating multicultural studies into an already overburdened curriculum requires rethinking the entire curriculum and its implementation rather than merely adding on to what already exists. Parents also need support and instruction if they are to be active participants in the school environment. While textbooks are often important determinants of what students are expected to learn, they will always be limited. Several researchers point out the problems with implementing multicultural education. Some teachers fear the use of multicultural literature because some parents want their children to read only about their people, while others attack books about minorities as racist. Research on multicultural education is flooding educational literature, reflecting the

ED 386 727 CS 215 025

Fitzgerald, Linda F.; Weidner, Heidemarie Z.
The Use of Personal Narratives, Literature, and Journals to
Foster Caring in Nursing Students.
PUB DATE- Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (46th,
Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Behavior Development; *Caregiver
Role; Course Content; Higher Education; *Journal Writing;
*Nursing Education; *Student Attitudes; *Student Journals
IDENTIFIERS- *Caring; Reading Thinking Relationship; *Writing
Contexts

A study examined caring attitudes in nursing students, specifically how students ranked characteristics of caring behavior, how the reading of personal narratives and literary works dealing with caring influenced caring behavior, and, how keeping a personal journal influenced caring behavior. Subjects were nine students in a seminar entitled "Exploring Personal and Professional Issues in Cancer Nursing through Writing." Data sources were a pre- and a posttest, journal entries, and open-ended interviews. Findings suggest that students perceived the assigned readings as beneficial in providing models of caring nursing behavior in difficult situations. Excerpts from student journals show that feelings could be explored more deeply in writing than in conversation. The seminar on writing was able to reach all participants and integrate effectively various levels of nursing knowledge, nursing behavior, and life experiences with the prescribed course content. Nursing students need to be provided with intentional pauses in their often technologically oriented studies. Narratives and other forms of literature, in connection with writing, can become significant tools for students to explore nursing issues such as caring. Students should be provided with a different model of real nursing situations to place their acquired textbook knowledge into context. (Contains 38 references.) (PA)

ED 386 728 CS 215 026

Moreno, Renee
"The Politics of Location": Text as Opposition.
PUB DATE- Mar 95
NOTE- 9p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (46th,
Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Context; Ethnicity; Higher Education;
*Language Role; Minority Groups; Portfolio Assessment; *Power
Structure; Racial Identification; Student Reaction;
Undergraduate Students; *Writing Instruction
IDENTIFIERS- Diversity (Student); Historical Background;
*Personal Writing; *University of Michigan

Eduardo Galeano's "Memory of Fire: Genesis" raises a number of questions concerning the "politics of location," a term that

ED 386 746 CS 215 052

Ahn, Deborah C.
Writing to Terms with My Japanese American Heritage.
PUB DATE- Nov 93
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Family Influence; Higher Education; Japanese American Culture; *Japanese Americans; *Personal Narratives; Self Esteem; Writing Assignments
IDENTIFIERS- Japanese Relocation Camps; *Personal Writing; *Writing Thinking Relationship

For one Sansei (third-generation Japanese American) university student who had been brought up by her Japanese grandparents, questions of who she was and how much upbringing and personal experiences had molded her were with her constantly. She questioned how much of her grandfather's and her mother's high expectations had to do with her lack of self-esteem. She also asked herself whether the continually stressed importance of school had given her an unreasonable prejudice against education. Assignments in a university class in autobiographical/biographical writing led to the development of an awareness of self and of the uniqueness of her American heritage. Through writing and sharing stories with others in the class, all the students were able to move their individual visions both inward and outward. Excerpts from a story about grandfather and the Japanese internment in Manzanar show how this process came about for the Japanese American student. Through her writing, used as a survival tool, she began to recognize where her own behaviors were coming from, and knew that the cycle would have to stop with her. She finally understood the psychological and emotional damage the internment had had on her family. At the end of the writing course, the Japanese American student felt that she could fit into the diverse American culture with a better understanding and sense of true belonging. (NKA)

ED 386 747 CS 215 053

Hackett, Kimberly; Wilson, Theresa
Improving Writing and Speaking Skills Using Mathematical Language.
PUB DATE- May 95
NOTE- 76p.; M.A. Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Communication Skills; *Cooperative Learning; High Schools; Instructional Effectiveness; *Journal Writing; Language Role; *Mathematical Enrichment; Mathematics Instruction; *Portfolio Assessment; Writing Improvement; *Writing Skills
IDENTIFIERS- Illinois (Chicago Suburbs)

A study investigated the effectiveness of an intervention for improving adolescent writing and speaking using mathematical language. The targeted population consists of high school students in a growing, middle- and upper-middle-class, suburban

ED 386 765 CS 509 024

Proctor, Russell F., II; Rock, Roseanna
Using "Children of a Lesser God" To Teach Intercultural Communication.
PUB DATE- 20 Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Communication Skills; *Cultural Differences; Cultural Pluralism; *Deafness; Films; Higher Education; *Instructional Effectiveness; *Intercultural Communication; Lipreading; Sign Language; Speech Communication; Undergraduate Students
IDENTIFIERS- *Children of a Lesser God; Controversy

One film widely recommended as an instructional resource for communication courses is "Children of a Lesser God," the 1986 movie starring Marlee Matlin and William Hurt. In this film, which can serve as a case study, James Leeds, a talented young teacher in a school for the deaf, falls in love with Sarah Norman, a graduate of the school who, in Leeds' view, is underemployed as a janitor. He offers to teach Sarah, who relies entirely on sign language for communication, to speak and become part of the oral culture. Sarah, however, is unwilling, as she feels comfortable with her place in the deaf community. What will come out in the course of class discussion of this movie is that James and Sarah's difficulty in being "joined" stems from their stubbornness regarding their cultural beliefs. Sarah refuses to learn to read lips, while James refuses to stop pressuring Sarah to speak. Sarah is uncomfortable in a speaking culture, while James is uncomfortable in nonspeaking culture. The film raises any number of issues related to the notion of deafness as a culture rather than a handicap. Controversies about culture, language, and identity make excellent topics for discussion in communication classes. Instructors might ask their students: (1) Do deaf people fit the definition of a culture/subculture as discussed in the lecture, the course textbook, and the assigned readings? (2) Who do you think is more stubborn, James or Sarah? (3) Who do you think is more ethnocentric: James or Sarah? and (4) Should deaf people learn to speak? Should hearing people learn to sign? (Contains 19 references.) (TB)

ED 386 766 CS 509 025

Yook, Eunkyong
Culture Shock in the Basic Communication Course: A Case Study of Malaysian Students.
PUB DATE- Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Differences; *Culture Conflict; Ethnic

ED 386 785 EA 026 957

Jantzi, Doris; Leithwood, Kenneth
Toward an Explanation of How Teachers' Perceptions of Transformational School Leadership Are Formed.
PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Foreign Countries; Interprofessional Relationship; Leadership; *Leadership Styles; Organizational Climate; Principals; *School Administration; *Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- British Columbia; *Transformational Leadership

The challenges of school restructuring have been cited as reasons for advocating a move from instructional to transformational forms of school leadership. This paper presents findings of a study that examined teachers' overall perceptions of their principals' transformational leadership performance. It also examined teachers' perceptions of how their principals performed on six individual leadership dimensions: identifying and articulating a vision; fostering the acceptance of group goals; providing individualized support; providing intellectual stimulation; serving as an exemplary model; and demonstrating expectations for high performance. The study's conceptual framework was based on an information-processing model of leader perceptions influenced by the work of Lord and Maher (1993). The model delineates a set of alterable (changeable) variables that exist both inside and outside the school. A set of unalterable variables is associated with the characteristics of teachers, leaders, and the school organization. Teachers in schools engaged in policy implementation were surveyed during the second and third years of a 5-year study of policy implementation in British Columbia, Canada. A total of 770 and 757 teachers participated during years 2 and 3, respectively. Three types of analysis were conducted--Pearson-product correlations, hierarchical multiple regression, and standard multiple regression. Findings indicate that in-school conditions most powerfully influenced teachers' perceptions of their principals' leadership behavior. These conditions included the school's mission, vision, and goals; culture; programs and instruction; policies and organization; decision-making structures; and resources. The gender of the principal also was an important variable of teachers' perceptions. Women leaders were perceived as more transformational than were men; however, other variables should be considered before making generalizations. One figure and six tables are included. Appendices contain indicators of transformational leadership, alterable variables, and within-school characteristics. (LMI)

ED 386 786 EA 026 966

Schoolwide Program Planning Guide 1995-96. A Catalyst for Reform.
PUB DATE- Apr 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

ED 386 804 EA 027 015

Cohen, Rosetta Marantz
Understanding How School Change Really Happens: Reform at Brookville High.
PUB DATE- 95
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; *Cooperative Planning; *Curriculum Development; *Educational Change; High Schools; Interdisciplinary Approach; Interprofessional Relationship; Politics of Education

The first 3 years of one high school's efforts at school change are detailed in this book. It describes the implementation of the Quest Program, a teacher-designed, interdisciplinary experiment in curricular reform at Brookville High School (a pseudonym), Massachusetts. The participants--teachers, administrators, students, parents, and college collaborations--worked together to create an alternative class of ninth-graders with the simultaneous goals of promoting critical thinking and high self-esteem. Data were obtained through participant observation, document analysis, interviews, and taped transcripts of meetings and classes. Part 1 presents historical background of the school, the design and implementation of the Quest Program from 1990 to 1993. Part 2 begins with a chapter that analyzes the roles of various players in the reform process and their losses and gains in the process of participation. The final chapter describes the larger lessons learned in the course of reform work: (1) recognizing the critical importance of funding; (2) balancing centralized and decentralized power; (3) utilizing the strengths of faculty; (4) using broad and patient assessments; (5) recognizing the limits of collaboration; and (6) bridging the gap between theory and practice. An index is included. Appendices contain an implementation timeline, sample curricula, an evaluation worksheet,, and common principles of the Coalition of Essential Schools. (Contains 49 references.) (LMI)

ED 386 805 EA 027 016

Kellmayer, John
How To Establish an Alternative School.
PUB DATE- 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Innovation; Educational Needs; Elementary Secondary Education; *High Risk Students; *Nontraditional Education; Potential Dropouts; Program Development; *Program Implementation; *School Administration; Special Needs Students

Based on the assertion that punitive programs for at-risk students are ineffective, this book describes in detail how to start an effective alternative program to redirect the lives of at-risk youth. Following the preface, chapter 1 presents a historical background and an overview of alternative education. The second chapter describes strategies for dealing with

ED 386 824 EA 027 038

Leithwood, Kenneth; Aitken, Robert
Making Schools Smarter: A System for Monitoring School and District Progress.
PUB DATE- 95
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160) Books (010)
DESCRIPTORS- *Data Collection; *Educational Assessment; *Educational Planning; Elementary Secondary Education; Evaluation Criteria; *Evaluation Utilization; *Organizational Development; School Districts; School Surveys; Strategic Planning

This handbook was designed to help school leaders develop a system of collaborative assessment, strategic planning, and accountability in schools and districts. It offers practical guidelines to help solve three problems central to school leadership: (1) determining a vision; (2) identifying areas requiring change; and (3) demonstrating accountability. Chapter 1 summarizes the school and district monitoring system, the evidence on which it is based, and the assumptions that support it. Chapters 2 and 3 extend the argument for conceiving of an ideal school and district as a learning organization. Chapters 4 through 9 describe the core of the monitoring system--the indicators and illustrative measures of those specific features of the model school and district. Inputs are described in the fourth chapter, outcomes in the fifth chapter, and district and school processes in chapters 6 through 9. Guidelines for ensuring productive use of monitoring information are included in chapter 10. Chapter 11 provides basic information about the application and interpretation of the survey instruments included in chapters 12 and 13 for the monitoring system for districts and schools, respectively. The book is based on studies of Canadian and American schools and involved the participation of district personnel, teachers, students, parents, and board members. An experimental model of the ideal school is used as a basis for measuring comparative features of existing schools and districts. Nine figures, three tables, and an index are included. (Contains 123 references.) (LMI)

ED 386 825 EA 027 039

Peterson, Kenneth D.
Teacher Evaluation: A Comprehensive Guide to New Directions and Practices.
PUB DATE- 95
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; Elementary Secondary Education; *Evaluation Methods; *Faculty Evaluation; Performance; Portfolio Assessment; *Supervisory Methods; Teacher Competency Testing; *Teacher Effectiveness; *Teacher Evaluation; Teacher

ED 386 843 EC 304 232

Lloyd, Sandra R.
Unexpected Findings in Interviews with Parents of Children with Disabilities.
PUB DATE- Nov 93
NOTE- 10p.; Paper presented at the Annual Convention of the Teacher Education Division of the Council for Exceptional Children (Orlando, FL, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Children; Child Rearing; Children; *Disabilities; *Family Environment; Interviews; *Parent Attitudes; *Parent Child Relationship; *Parent Teacher Cooperation; Stress Variables

Views of parents of children, ages 3-37, with disabilities were investigated. Interviews with 51 families addressed a number of questions, including the following: how they learned of their child's disabilities; the best times for the family; reactions of others to their child; what they think their child might not be able to do; and the hardest thing about having a child with disabilities. Based on the responses, which are summarized, it is suggested that no one is ever prepared to have a child with disabilities. It is recommended that teachers treat parents in an individual manner. Family background, socioeconomic resources, and support (or lack of it) within the family and the community can affect the way the child with disabilities is perceived and treated by the family, as well as the way the family feels about itself. Educators need to remember that having a child with disabilities often puts tremendous strain on marriages and on family finances. Educators also should keep these findings in mind before assuming that parents have the time or energy to implement major intervention programs at home. (SW)

ED 386 844 EC 304 233

Takala, Marjatta
"They Say I'm Stupid, but I Just Don't HEAR": Hearing-Impaired Adults' View of Finnish Society. Research Report 142.
PUB DATE- 95
NOTE- 196p.; Ed.D. Dissertation, University of Helsinki.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Attitudes; Communication Problems; Data Collection; Deaf Interpreting; *Deafness; Educational Experience; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Mainstreaming; *Partial Hearing; Participant Satisfaction; Questioning Techniques; Research Methodology; Sign Language; Social Behavior; *Social Experience; *Social Integration; Special Schools; Values
IDENTIFIERS- *Finland

Experiences of Finnish adults with hearing impairments (n=186) and their views of Finnish society were studied, and methods of collecting data were compared. Study questions focused on knowledge about and satisfaction with Finnish society, participation in activities, and values and attitudes. Respondents who were deaf (n=77) and those who were hard of hearing (n=109) both experienced communication problems.

ED 386 862 EC 304 251

Chard, David J.; And Others
Understanding the Primary Role of Word Recognition in the Reading Process: Synthesis of Research on Beginning Reading. Technical Report No. 15.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 Feb 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; Cultural Differences; Elementary Education; Learning Disabilities; Learning Experience; Learning Problems; Learning Theories; Low Achievement; Phonology; Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Reading Processes; Reading Research; Remedial Reading; *Word Recognition

Evidence regarding the centrality of word recognition to the reading process is considered, based on a review of research on beginning reading from 15 secondary sources. The research includes diverse learners who are low performers, learning or reading disabled, remedial readers, high achievers, culturally disadvantaged, language delayed, and linguistically diverse. The characteristics, contexts, and conditions of learners and learning are discussed. Evidence from a variety of models and frames of reference in beginning reading research is presented, including cognitive, instructional, and educational psychology; linguistics; and special education. Four areas of convergence from the studies reviewed are identified, with implications for word recognition: reading comprehension is dependent on strong word recognition skills; strong word recognition requires understanding that words can be spoken or written, print corresponds to speech, and words are composed of phonemes; alphabetic understanding facilitates word recognition; and phonological recoding combined with word frequency mediates word recognition. A chart identifies study author(s) and year, number and type of study participants, the beginning reading dimension, and the purpose of the study. (Contains 27 references.) (SW)

ED 386 863 EC 304 252

Chard, David J.; And Others
Word Recognition: Curricular and Instructional Implications for Diverse Learners. Technical Report No. 16.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 Feb 95
NOTE- 2[illegible]p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Curriculum Development; Elementary Secondary Education; *Instructional Design; Learning Strategies; *Reading Difficulties; *Reading Instruction; Special Needs Students; Teaching Methods; *Word Recognition; Word Study Skills

Research-based instructional priorities in word recognition are

ED 386 880 EC 304 270

Verstegen, Deborah A.; Martin, Pam
A Summary of Position Statements on the Inclusion of Special Education Students in the General Classroom and Excerpts on Funding from Fifteen National Associations.
PUB DATE- Mar 95
NOTE- 56p.; Paper presented at the Annual Conference of the American Education Finance Association (Savannah, GA, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Financial Support; Foreign Countries; *Inclusive Schools; Mainstreaming; *National Organizations; *Position Papers; Professional Associations; Student Needs
IDENTIFIERS- Canada; Individuals with Disabilities Education Act; United States

This document presents excerpts from position statements and resolutions of 15 U.S. and Canadian national associations on the inclusion of students with disabilities in the regular classroom and funding to support inclusion. Analysis of the position statements indicates the organizations' support for the inclusion of exceptional children in the least restrictive environment as currently stipulated in the Individuals with Disabilities Education Act regulations. Twelve associations support a full continuum of services, and three support full inclusion. The position of the three associations that support full inclusion is that all children with disabilities should be educated in the regular classroom, where they should receive any additional supports and services needed through collaboration of teachers, parents, and special services providers. Twelve associations support inclusion of children with disabilities in the regular classroom to the degree that it benefits the child and that the child is able to receive appropriate services there. However, they find many children with disabilities cannot have their needs met in this setting. Three tables provide further detail on the positions of the associations. The appendix contains position statements on inclusion from 14 associations. (SW)

ED 386 881 EC 304 271

Annual Conference of the Comprehensive System of Personnel Development (CSPD) for Leadership and Change (3rd, Arlington, Virginia, May 8-10, 1995). Proceedings.
PUB DATE- May 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Federal Legislation; *Inservice Teacher Education; Occupational Therapy; *Preservice Teacher Education; *Professional Continuing Education; *Special Education Teachers; *Staff Development; Teacher Certification; Teacher Recruitment; Teacher Supply and Demand
IDENTIFIERS- *Comprehensive System of Personnel Development;

ED 386 898 EC 304 291

Luster, Jane Nell; Duder, Cliff
Special Educators' Language: Do We Understand Each Other?
PUB DATE- 10 Nov 94
NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; *Disabilities; Elementary Secondary Education; *Inclusive Schools; *Mainstreaming; *Regular and Special Education Relationship; *Social Integration; Vocabulary

This literature review examined five terms used to describe the inclusion of students with disabilities in general education schools and classrooms. The objective was to determine if these terms have consistent definitions and descriptions. Major journals and texts in education, and position statements and newsletters from special education organizations, were searched to obtain definitions and descriptors for the following terms: mainstreaming, integration, inclusion, regular education initiative, and supported education. The search was primarily limited to the years 1989 to 1994. Using a combination of qualitative methods, definitions and descriptions were compared to identify major similarities, differences, and major themes. The results indicate that educators, especially special educators, do not have clear and agreed-upon definitions and descriptions. This lack of a universally understood language has implications for education reform, student service provision, and communication and cooperation among special educators, as well as with general educators. (Contains 82 references.) (SW)

ED 386 899 EC 304 292

Kochanek, Thomas T.; Buka, Stephen L.
Socio-Demographic Influences on Services Used by Infants with Disabilities and Their Families.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Disabilities; *Early Intervention; *Family Characteristics; Family Income; Family Involvement; *Human Services; Infants; *Influences; Parent Participation; Social Influences; Toddlers; *Use Studies
IDENTIFIERS- *Service Utilization

The influence of child and family sociodemographic variables on service utilization was investigated with infants with disabilities and their families from three states. Of the 157 infants and toddlers studied, 149 had some form of scheduled service for the 4 specific weeks examined. Of the scheduled service encounters, about 72 percent were actually provided; and all but 5 percent of services not provided were due to families who were unable or did not elect to use the service offered. The median amount of scheduled service per week approximated 1.8 hours, and 1.3 hours of service were actually

ED 386 918 FL 023 023

Pavanini, Pietro
L'Insegnante Programmatore. Proposte per un Impiego Professionale del Computer nella Didattica delle Lingue (The Teacher as Programmer. Suggestions for Professional Use of Computers in the Teaching of Languages).
PUB DATE- 94
NOTE- 11p.; In: La Formazione Linguistica degli Studenti Erasmus in Italia. Atti del II Seminario Permanente dei Centri Linguistici, Siena 24-26 Gennaio 1994 (Proceedings of the Permanent Seminar of Language Centers (2nd, Siena, Italy, January 24-26, 1994)).
LANGUAGE- Italian
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cloze Procedure; *Computer Assisted Instruction; *Computer Software; Dictation; Error Analysis (Language); Foreign Countries; Italian; *Language Skills; Listening Comprehension; Second Language Instruction; Second Language Learning; Songs; Spelling
IDENTIFIERS- *Belli Capelli

This article points out the difficulty of finding computer assisted language learning (CALL) software that is both appropriate for teachers' pedagogical needs and user friendly. Authoring programs offer simplicity but little flexibility. Innovative software requires the use of authentic programming languages or more sophisticated software. The ideal place to create programs is a university language center. Two examples in which such centers played a fundamental role are presented. The first is a "musical dictation," which develops and tests listening comprehension, phonetic-phonological discrimination, and spelling. The student listens to the Italian song "Belli Capelli" and completes the text that appears on the computer screen with missing words. The program then analyzes the student's responses. The second example is CALIS (Computer Assisted Language Instruction System). A fundamental characteristic of CALIS is the various categories of windows available to the author and to the student (question, text, and tutorial windows). The second important characteristic is the organization of the program in tasks. The student must give a correct answer before proceeding to the next task. The program allows the insertion of sound tracks and films in the tasks. Although this program has tremendous flexibility, it is not particularly user friendly for the author-teacher. Contains 18 references. (CFM)

ED 386 919 FL 023 024

Pavanini, Pietro
Computer e Insegnamento delle Lingue: Lavorare con Arbeit mit Texten (Computers and Language Teaching: Working with Arbeit mit Texten).
PUB DATE- 93
NOTE- 10p.
LANGUAGE- Italian
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Assisted Instruction; *Computer Software; English (Second Language); Foreign Countries; French; German; Italian; *Second Language

ED 386 937 FL 023 249

Hines, Marion E., Ed.
The Child in Francophone and Hispanic Literature: Teaching Culture through Literature.
PUB DATE- 92
NOTE- 200p.
LANGUAGE- English; French; Spanish
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; *Childrens Literature; Cultural Awareness; *Cultural Education; Foreign Countries; French; *French Literature; Secondary Education; Second Language Instruction; *Sociocultural Patterns; Spanish; *Spanish Literature

This guide, intended for secondary school teachers of French and Spanish, integrates the teaching of culture and literature with a focus on the child in the target culture. The readings and discussion notes are designed to focus student attention on the target culture through these topics. An introductory section discusses the teaching of culture through literature. The second section provides reading outlines for independent study on specific segments of Francophone and Spanish literature (e.g., African and Antillean, Mexican, etc.). The third section contains a series of short papers on children in literature, and the fourth consists of instructional plans for individual literary works. The fifth and final section lists supplementary instructional aids and materials for each language. An extensive list of references is contained in this section. Contents are in English, French, and Spanish. (MSE)

ED 386 938 FL 023 251

Carney, Thomas A.
The Effects of Formal Instruction on the Oral Production of WH Questions by Adult ESL Students.
PUB DATE- 95
NOTE- 71p.; Master's Thesis, William Paterson College, New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Students; Classroom Techniques; Comparative Analysis; *English (Second Language); *Grammar; Instructional Effectiveness; *Language Proficiency; Language Tests; Oral Language; Second Language Instruction; *Sentence Structure; Testing
IDENTIFIERS- Questions; *Wh Questions

A study investigated the effects of eight sessions of classroom instruction on the ability of adult learners of English as a Second Language (ESL) to produce Wh- questions orally. Preliminary assessment of the students' writing samples enabled classification of two groups: "proficient" (n=6), consistently able to produce written samples of Wh- questions with subject-verb inversion; and "non-proficient" (n=5), who had not attained this stage. Comparison of pretest and post-test oral scores found that neither group improved in grammatical accuracy of these interrogatives. The "proficient" group had been expected to show statistically significant improvement. However, the instruction was effective in increasing students'

ED 386 959 FL 800 790

Eckardt, Mary Ellen; And Others
Teaching Strategies for ESOL Volunteers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Classroom Techniques; Computer Assisted Instruction; *Cultural Awareness; Cultural Pluralism; *English (Second Language); *Language Teachers; Learning Disabilities; Listening Skills; *Literacy Education; Program Descriptions; Reading Difficulties; Reading Instruction; Reading Skills; Second Language Programs; Skill Development; Speech Skills; Staff Development; *Teaching Skills; Testing; *Volunteer Training

A program to train volunteer teachers of English to speakers of other languages (ESOL) is described and evaluated. The program was designed to enrich skills for teaching listening, reading, and speaking, and increase volunteers' appreciation and understanding of the multicultural backgrounds of the students in one adult basic education center. The instructional skills component consisted of training in use of a computer program for students with reading disabilities. The multicultural component consisted of five workshops on these topics: multiculturalism in general; celebration of Christmas around the world in music and dance; Asian languages and cultures; Spanish language and cultures; and Portuguese culture. This report summarizes the two program components and results of pre- and post-tests of the volunteer trainees, provides data on the population served by the center, includes substantial bibliographies on the cultures treated in the program and documents and instructional materials used in program implementation. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 960 FL 801 076

Peyton, Joy; Crandall, JoAnn
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Competency Based Education; *Educational Philosophy; Educational Trends; *English (Second Language); *Language Experience Approach; *Literacy Education; Second Language Instruction; Student Developed Materials; Student Participation; Teaching Methods; Trend Analysis; *Whole Language Approach; Writing Instruction
IDENTIFIERS- ERIC Digests; Freire (Paulo)

Five approaches currently used in adult English-as-a-Second-Language (ESL) literacy instruction are described. A group of strategies developed by Paulo Freire are participatory or learner-centered, and revolve around the discussion of issues

ED 386 977 HE 028 558

Matier, Michael W.; Larson, Oscar W., III

Using TQM to Improve the Quality of Race/Ethnicity Reporting. AIR 1995 Annual Forum Paper.

PUB DATE- May 95

NOTE- 33p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrative Problems; *College Students; Data Collection; *Ethnicity; Higher Education; *Information Needs; *Institutional Research; Management Information Systems; Minority Groups; Problem Solving; Quality Control; *Racial Composition; Records Management; Student Characteristics; *Total Quality Management

IDENTIFIERS- *AIR Forum

Total quality management (TQM) was employed to improve the collection, storage, and use of racial/ethnic information at Cornell University. The initiative began with the task of standardizing ethnic codes across a number of university systems. The project to improve race/ethnicity reporting was undertaken by a team representing various university offices. The work of the team and issues encountered are discussed, with attention to a seven-step problem-solving methodology. This approach involved: (1) identifying the problem, (2) breaking into smaller segments to determine where improvement is needed, (3) identifying root causes of the problem and potential corrective actions, (4) planning steps to reduce the problem's severity, (5) reexamining the indicator and assessing efficacy of countermeasures, (6) preventing recurrences of the problem, and (7) reviewing what has been learned and possible applications to other problems. After implementing two of three proposed countermeasures, the incidence of unreported racial/ethnic data among entering freshmen was reduced from approximately 15 percent to less than 5 percent. Initial barriers are also noted, which resulted from team members' not having a shared perspective and understanding of the infrastructure surrounding racial/ethnic student data. A questionnaire for obtaining information on race/ethnicity is appended. (Contains 12 references, 5 tables and 5 figures.) (SW)

ED 386 978 HE 028 559

Head, Ronald; Myers, Rick

SPRE Reviews of Community Colleges: Collecting Data and Meeting Standards. AIR 1995 Annual Forum Paper.

PUB DATE- May 95

NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accountability; Certification; College Graduates; *Community Colleges; *Data Collection; Dropout Rate; Eligibility; *Evaluation Criteria; Evaluation Methods; Federal and Common Sense: A Learning Dichotomy for Single Welfare Mothers in Welfare-to-Work Programs with Mandated Education" (Irene C. Baird); "Leadership: Do Adult Educators Know the Secret Ingredient?" (Vicki K. Carter, Kimberly A. Townsend); "Regaining and Retaining the Recalcitrant Learner: The New York State Adult Life Management Program" (Trenton R. Ferro); "A Study of Employer Attitudes toward Hiring Individuals Trained through Welfare Training Programs" (Dannielle Gardner); "The Meaning of Failure on NCLEX-RN for Graduate Nurses: Implications for Adult Educators" (Marian C. Hooper); "Researching the Professional Practice Context: The Integrated Practice Perspectives Model" (Gary William Kuhne); "Lifelong Learning and Adult Educators' Beliefs: Implications for Theory and Practice" (Christine Ladley); "Program Planning Models: A Practitioner's Viewpoint" (Roger G. Maclean); "Religious Imagery and the American Association for Adult Education: The Gospel of the AAAE" (Fred Milacci); and "A Case Study of Ethical Dilemmas in Higher Education" (Melissa Ososki). The three symposium papers are: "Protection of Human Subjects: Reasons and Reality" (B. Allan Quigley); "Protection of Human Subjects in Adult Education Research: The Need for Discussion" (Gary J. Dean); and "Ethics in Research and a Code of Ethics for Adult Education: A Case Study" (Patricia Lawler). The invited and refereed papers include abstracts; all papers contain references. (KC)

ED 386 532 CE 069 648

Forum for Action on Leadership in Career Development.
PUB DATE- Jun 95
NOTE- 168p.
LANGUAGE- English; French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- School Learning and Common Sens
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Accountability; Adult Education; *Career Development; Change Strategies; Cooperative Planning; Delivery Systems; Educational Change; Educational Cooperation; Educational Improvement; Educational Planning; Elementary Secondary Education; Foreign Countries; *Labor Force Development; *Leadership; Outcomes of Education; *Partnerships in Education; Professional Development; Program Evaluation; *School Business Relationship; *Statewide Planning; Strategic Planning; Teacher Education; Technical Assistance
IDENTIFIERS- *New Brunswick

These minutes summarize the New Brunswick Forum for Action on Leadership in Career Development, which was the third in a series of provincial forums being conducted throughout Canada to stimulate dialogue among a spectrum of labor market partners and develop an action plan to support career development in Canada's provinces. The following items are included: summaries of opening and closing comments and forum objectives; list of key questions for forum deliberations; and background information on the five forum issues (leadership and standards; coherence in the delivery system; outcomes, evaluation, and accountability; training for practitioners; and professional and technical support). Also included are summaries of the following working group presentations: "Leadership and Standards" (Keith Helmuth, presenter); Working Group 2A "Coherence in the Delivery System" (Humphrey Sheehan, presenter); Working Group 2B "Coherence in the Delivery System" (Claire LePage, presenter); and "Outcomes, Evaluation and Accountability" (Joan Green, presenter). Appendixes constituting approximately 90% of the document contain the

This Occupational Competency Analysis Profile (OCAP), which is one of a series of OCAPs developed to identify the skills that Ohio employers deem necessary to entering a given occupation/occupational area, lists the occupational, academic, and employability skills required of individuals entering graphic communications occupations. The introduction explains the content and purpose of OCAPs. Presented next are an OCAP listing competency builders in 10 technical skill areas specific to graphic communications occupations (business and graphic communications industry, job planning, design and layout, desktop publishing, proofing, darkroom, assembling and proofing of film images, plates, offset presses, and finishing operations) and an OCAP listing competency builders in 12 employability skill categories. A section on academic job profiles discusses the purpose of job profiling, presents an academic job profile for graphic communications occupations, and details the specific academic skills included in the following categories: applied mathematics, locating information, reading for information, applied technology, teamwork, listening, and writing. Included in a section on academic competencies are a master list of 504 academic competencies and a list of 75 academic competencies specific to graphic communications occupations. Concluding the OCAP is information on the OCAP verification panels. (MN)

ED 386 551 CE 069 773

Precision Machining Technologies. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Communication Skills; *Competence; *Competency Based Education; *Employment Qualifications; *Entry Workers; Equipment Maintenance; Equipment Utilization; Job Analysis; Job Skills; *Machine Tool Operators; Machine Tools; Mathematics Skills; Metal Working; Reading Skills; Science Process Skills; Sheet Metal Work; Statewide Planning; Thinking Skills; *Trade and Industrial Education
IDENTIFIERS- *Ohio

This Occupational Competency Analysis Profile (OCAP), which is one of a series of OCAPs developed to identify the skills that Ohio employers deem necessary to entering a given occupation/occupational area, lists the occupational, academic, and employability skills required of individuals entering the occupation of precision machinist. The introduction explains the content and purpose of OCAPs. Presented next are an OCAP listing competency builders in 13 technical skill areas specific to precision machining (safety/equipment maintenance; measuring workpieces; drawing interpretation/layout/inspection; benchwork; power saws; drilling, grinding, milling, and turning machines; numerical control and computer numerical control machinery; conventional electrical discharge machining machines; heat-treating equipment; and advanced machining technology) and an OCAP listing competency builders in 12 employability skill categories. A section on academic job profiles discusses the purpose of job profiling, presents an academic job profile for precision machining, and details the discussion program between two congregations and gives some particulars about large-scale, congregation-pairing programs. The second part contains first-person accounts by a dozen clergy and lay leaders about their experiences with study circle programs. The personal stories demonstrate that participants in the study circles have found them to be a way to become informed about community issues, to engage in problem solving, and to establish new relationships across lines of race, ethnicity, and religion. Four appendixes list additional resources, provide ground rules for useful discussions, compare dialogue and debate, and list the rights, responsibilities, and skills of dialogue. (KC)

ED 386 569 CE 069 812

National Service Programs. AmeriCorps*USA--Early Program Resource and Benefit Information. Report to Congressional Requesters.
PUB DATE- Aug 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; *Federal Aid; Federal Legislation; *Financial Support; Higher Education; *National Programs; Program Costs; Program Implementation; *Public Service; Resources
IDENTIFIERS- *AmeriCorps; *National Service

A study examined the amount of public and private resources currently being used to support the Corporation for National and Community Services' AmeriCorps*USA program. Information was collected through meetings with corporation officials; examination of legislation establishing the Corporation and national service programs; review of corporation policies, guidance, reports, and program evaluation plans; and review of files for all grantees' programs. Information was also collected from a random sample of 80 nonfederal AmeriCorps*USA grantees and from all 13 federal agencies that were grantees. Seven programs in Maryland, Massachusetts, Vermont, and Washington were visited. Findings indicated that over one-third of financial resources available for grantees' programs came from sources outside the corporation, mostly from other federal agencies and state and local governments. Resources available per participant were lower for programs run by nonfederal organizations than those funded by federal agencies. The review of activities at the sites visited indicated a variety of results had been achieved that support AmeriCorps*USA goals. The projects had been designed to strengthen communities, develop civic responsibility, and expand educational opportunities for program participants and others. (Appendixes include methodological and data collection issues, detailed results of resource analysis, sampling error and sensitivity analysis results, federal agency program and resource availability information, information gathered from site visits, and comments from the corporation.) (YLB)

ED 386 570 CE 069 813

Benus, Jacob M.; And Others
First Impact Analysis of the Washington State Self-Employment and Enterprise Development (SEED) Demonstration. Unemployment Insurance Occasional Paper 94-1.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 94

cut; (2) project teams will be assembled for a single purpose; (3) more women will have executive leadership roles; (4) organizations will continue to increase their use of subcontractors; (5) more workers will telecommute from their homes; (6) lifelong learning will be more important; and (7) strategic advantages will accrue from the acquisition and control of information. Although most of these trends overlap, the one issue that seems to resurface is that everyone is responsible for his or her own outcomes. Individuals must invest in themselves, learn new skills, and develop new relationships. (Contains 11 references.) (KC)

ED 386 588 CE 069 847

Transportation Systems. TE8126. Technology Education.
PUB DATE- Jul 95
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; Competency Based Education; *Course Content; Educational Resources; *Learning Activities; *Motor Vehicles; Secondary Education; State Curriculum Guides; *Technology Education; Test Items; *Transportation; Units of Study; Vocational Education
IDENTIFIERS- *North Carolina

This curriculum guide has been developed as a resource for teachers (especially in North Carolina) to use in planning and implementing a competency-based instructional management technology program in their schools. The guide contains three main section. The first section contains introductory materials and a course blueprint that lists the competencies the student is to attain and time guidelines for a one-semester course. The second section contains five units of instruction that contain detailed information directly correlated to the blueprint and test-item bank. The units explain in more detail what information or behavior the student is expected to acquire. They list the resources and page numbers on which more detailed information can be found and offer suggested learning activities and strategies. The five units cover the following topics: (1) introduction; (2) fundamental scientific and technical concepts and principles; (3) historical developments of transportation systems; (4) vehicular systems and subsystems; and (5) transportation occupational opportunities. The third section (appendixes) contains a bibliography and reference section listing 15 references; a vendors' address list for texts, literature, and films; an equipment list; and a VoCATS (Vocational Competency Achievement Tracking System) test-item bank and tests. (KC)

ED 386 589 CE 069 848

Ferro, Trenton R., Ed.; Dean, Gary J., Ed.
Pennsylvania Adult and Continuing Education Research Conference Annual Proceedings (2nd, Indiana, Pennsylvania, September 30, 1995).
PUB DATE- 30 Sep 95
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Development; *Adult Education; Adult Literacy; Business Education; Community Education; Continuing Education;

Community as a Support System for the Adult Learner" (Penina Frankel); (9) "Gender Roles in Relationships and the Workplace: A Preliminary Study" (Patricia W. Stevens); (10) "A Comparison of the Attributions and Depression Level of Incest Victims and Non-Victims" (Cheryl Thomas); (11) "Gender Differences in Career Development (Larry D. Burlew and Scott F. Butler); (12) "The Effect of the 12-Step Program on the Locus of Control, Self-Esteem, and Coping Styles of Female Compulsive Eaters" (Cynthia Boone-Hawkins and Isadore Newman); (13) "Planning for a Preferred Future: Using the AADA Preretirement Checklist" (James A. Boytim and others); (14) "Cultural Stereotypes, Double Standards, and Rater Age Effects in Perceptions of Middle-Age Attractiveness" (Richard D. Mathis and Zoe Tanner). The "Practically Speaking" section includes: (1) "Working with the 'New Male': A Guide for Female Therapists" (Bernadette Halbrook); (2) "Connected vs. Separate Knowing: Development of a Woman's Voice" (Dawn B. Young, Susan U. McCormick and George McCormick); (3) "Is That All There Is? Career Disenchantment in Thirtysomething Females" (Audrey Canaff and Leslie Weizer Drummond); (4) "Working toward Independence: The Double Bind in Communication Dilemma" (William W. Saxon, Wendel A. Ray and R. Lamar Woodham). The articles include a list of selected references. (BF)

ED 386 607 CG 025 864

Bridgeland, William M.; Duane, Edward A.
Children's Aid and the Schools.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Caregiver Child Relationship; *Child Abuse; Child Advocacy; *Child Neglect; Child Welfare; *Counselor Teacher Cooperation; Elementary Education; Foreign Countries; *School Social Workers; Social Services; State Agencies; Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- *Ontario

In Ontario, Canada, the agency which has the foremost obligation for the discovery and amelioration of child abuse and neglect is Children's Aid. Elementary schools are the target of much child-abuse detection. This article develops the perceptions of a representative group of 10 workers in Children's Aid on the schools relative to child abuse. The survey was conducted by phone in an hour long three-way interview. It focused on the ways that school people facilitate the case worker's job and/or blocked the investigation and disposition of cases. For the most part respondents saw school people as good humans, observers, monitors and supporters of Children's Aid. But, nonetheless, educators may also project their initial and long-term anxieties onto the situation. They may have unrealistic expectations for rapid and complete resolution of the problem demanding that the child be "rescued from abuse." School people can be defensive out of insecurity and thus require support. Children's Aid workers need to tell school people they value their assistance. Both school people and Children's Aid seem to be addressing and effectively grappling with the problem. Therefore necessary changes need to be incremental and communicative rather than more fundamental and structural. (JBJ)

ED 386 608 CG 026 141

Kates-Doyle, Susan

primary diagnosis process, the purpose of this study is to document and compare knowledge and understanding of symptomology and traits between the School Administration and Counseling disciplines in the area of obsessive-compulsive behaviors. Data drawn from a Likert Scale questionnaire administered to students (N=25) in the School Administration and the Licensed Professional Counseling programs at Sam Houston State University offer a comparative analysis between knowledge and understanding of obsessive-compulsive behavior in these two fields of study. Questionnaires were given to assess the familiarity with, and recognition of the types of obsessive-compulsive behavior. Questions relating to underlying cause, prevalence between gender, age at onset, knowledge of testing instruments, and the most effective type of intervention were asked, in an attempt to discern any differences in knowledge between the fields. No significant difference was found. Appended are a letter to participants, the questionnaire, and nine tables presenting raw data and statistical results. (JBJ)

ED 386 627   CG 026 434

Altschuler, David M.; Armstrong, Troy L.
Intensive Aftercare for High-Risk Juveniles: A Community Care Model. Program Summary.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Sep 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Correctional Education; *Correctional Rehabilitation; Delinquency; *Delinquent Rehabilitation; Elementary Secondary Education; Juvenile Courts; Juvenile Justice; Program Design; Program Guides; Recidivism

Crowded juvenile correctional centers, escalating costs of confinement, and high rates of recidivism have renewed interest in bringing innovative ideas to juvenile aftercare philosophy, practice, and programming. This program summary details an Office of Juvenile Justice and Delinquency Prevention initiative designed to assist public and private corrections agencies in developing and implementing effective aftercare approaches for chronic juvenile offenders who initially require secure confinement. This manual tries to provide the reader with a clear sense of how program elements and components are structured and how they function. Underlying principles offer a sufficient, sound, and understandable "blueprint" from which program design can proceed. The Intensive Aftercare Program (IAP) was designed to address: (1) identified, need-related risk factors associated with reoffending juveniles; (2) the set of ancillary program services that focus on other needs and problems of high-risk juvenile parolees; and (3) surveillance and monitoring objectives. With it, the juvenile justice system can begin to confront multifaceted circumstances part of the dynamics of recidivism. The theory-driven, empirically based IAP model is designed to: provide public protection; operate with limited resources; and be tailored to different jurisdictions that are trying to confront, hold accountable, and treat their own high risk parolees. (JBJ)

ED 386 628   CG 026 435

Force as examples, suggestions are offered to the aging network on developing partnerships in health promotion. Chapter 1 describes the development of partnerships and the elements that motivate both businesses and the aging network to collaborate. Chapter 2 discusses various types of partnerships and examples. Chapter 3 outlines steps for partnerships and offers tips on developing partnership strategies. Case studies are reviewed in Chapter 4. The appendix includes sample materials, such as brochures and other descriptive information. (JBJ)

ED 386 648 CG 026 468

Sears, Vikki
Effects of Family Structure on High School Students' Academic Achievement and Behavior.
PUB DATE- Aug 95
NOTE- 43p.; Research Study, Sam Houston State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Family School Relationship; *Family Structure; High Schools; *High School Students; Nuclear Family; One Parent Family; *Student Behavior

As students lose traditional family structure, some studies indicate that their academic behavior may be affected. The purpose of this study is to measure the difference in achievement of high school students from single-parent homes compared to those from intact homes. The study is limited to Snook Independent School District (Texas), specifically, Snook High School in the 1994-1995 school year. Data were collected on 52 junior and senior students. Grades for English and math were recorded as were behavior referrals. Data collected identifies two groups: those from single parent families (N=20), and those from households with two parents (N=32). T tests were run to discover the significance of difference in grade between the two student groups. Discipline referrals were tabulated and the means compared. There were significant differences in discipline and in English, but no significant differences in math means. (JBJ)

ED 386 649 CG 026 469

Silva, Roberta K.
Evaluation of Idaho's DARE "Drug Abuse Resistance Education Projects."
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- Jun 95
NOTE- 37p.; For earlier evaluation report, see ED 380 714. Cover title: "Idaho DARE."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Education; *Drug Education; *Drug Legislation; Drug Use; Elementary Secondary Education; Health Education; Illegal Drug Use; *Program Evaluation; Substance Abuse
IDENTIFIERS- *Drug Abuse Resistance Education Program; Idaho

The goal of DARE (Drug Abuse Resistance Education) is not to completely eliminate the drug and alcohol problems of society. It is a proactive prevention program designed to equip youth (focusing on elementary school) with skills for resisting peer development of applied counseling skills are explicated. Specifically, this text responds to major changes that have taken place in the professional, legal, and ethical aspects of training. The text includes: (1) instructional guidelines; (2) mechanics for initiating and maintaining a practicum or internship; (3) student counselor/client monitoring techniques; (4) guidelines for supervision; (5) evaluation techniques; and (6) ethical/legal issues related to selected problem areas in the practice of counseling psychology. (SR)

ED 386 670   CG 026 501

Phillips, Barbara Ann
Parent Attitude toward Systemic, Family-Oriented Counseling Interventions.
PUB DATE- Jul 95
NOTE- 87p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Elementary Education; *Elementary School Students; *Family Counseling; Family Structure; Intervention; *Parent Attitudes; Services
IDENTIFIERS- Parent Attitude Inquiry

The purpose of this research was to investigate the attitude of parents of elementary school children towards a family-oriented counseling program with the following four levels: (1) home visit; (2) child management group; (3) workshop for parents; and (4) mother's/father's group. Sample size was 54 parents. The independent variables investigated were family structure, number of children, and highest level of education. The dependent variables employed were scores from subscales of the Parent Attitude Survey. The results of the present study appeared to support the following generalizations: (1) parents support the services; (2) no association exists between family structure and any service; (3) no association exists between number of children and any service; and (4) no association exists between highest level of education and any service. (Contains 92 references. Three tables present data analysis, and four appendices contain the survey instrument, demographic information, and correspondence.) (Author/SR)

ED 386 671   CG 026 503

Ortiz, Donna L.; Guss, Thomas O.
Counseling Implications for Male Hispanic Dropouts: Forging a Prevention Program.
PUB DATE- Aug 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Athletics; *Dropouts; Ethnic Studies; Family Environment; Family Structure; High Achievement; *High Risk Students; High Schools; High School Students; Hispanic Americans; *Males; School Involvement; Social Class; *Student Attrition; Student Participation
IDENTIFIERS- *Hispanic American Students

This study reviews current research aimed at identifying problems and providing remedies to prevent students from dropping out of high school. This study concentrates on the perceptions of Hispanic males who have dropped out of high school. A combination of self-reported individual and family

The targeted population consisted of a kindergarten and a fourth-grade class in the growing upper-middle-class community of Geneva, Illinois, located approximately 40 miles west of Chicago. Analysis of the probable cause data revealed that students failed to use critical thinking with regard to text and had little opportunity for one-to-one instruction in the classroom. Surveys revealed that recreational reading was low on students' priority lists with competition from other activities such as television and video games. Solution strategies, suggested by the professional literature, combined with an analysis of the problem setting, resulted in the selection of cross-age tutoring in critical reading strategies. In addition, instruction in cooperative learning and related social skills was implemented. Data included initial surveys, checklists, journal and oral responses, graphic organizers, exit interviews, and exit surveys. Results indicated that: (1) most students felt good about choosing reading when they had free time at school; (2) cross-age tutoring provided another way for fourth graders to use their cooperative learning and reading strategies; (3) kindergarten teachers felt that the terminal objective of the action plan was successful; (4) positive growth in the recreational reading habits of kindergartners occurred; and (5) cross-age tutoring reinforced the cooperative learning and reading strategies modeled by the teacher. (Contains 18 references, and 4 tables and 18 figures of data. Appendixes present numerous survey instruments.) (RS)

ED 386 691 CS 012 249

Lange, Ronald
Improving Student Interest in Recreational Reading.
PUB DATE- Apr 94
NOTE- 95p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; Grade 5; Instructional Effectiveness; Intermediate Grades; *Reading Attitudes; Reading Habits; *Reading Improvement; Reading Motivation; Reading Research; Reading Strategies; *Recreational Reading
IDENTIFIERS- Aliteracy

A study investigated the effectiveness of a program for improving the recreational reading habits of fifth-grade students and encouraging them to become lifelong readers. The targeted population lived in a growing, low- to upper-middle-class, suburban community, located in Hanover Park, approximately 35 miles west of Chicago, Illinois. Students in recent years were found to be reading less, based on personal observation, anecdotal records, and surveys. Analysis of the probable cause data, as well as the professional literature, revealed that several possible causes existed for the lack of time students spent in independent, or leisure, reading. Children were being attracted regularly by modern technology and media, they were involved in outside interests and activities, contended with distractions from home and society, and frequently had no one with whom to share books or stories. The solution strategies consisted of implementing motivational reading programs, having an author visit, having author studies, exposing students to a wide variety of literature by reading to them regularly, using book talks, and sharing their writing. Data included teacher records, student interviews, student records, and parent and student surveys. Results indicated that: (1) students significantly increased the amount of recreational reading they engaged in; and (2) students and parents both felt that the issue's importance. The changing population requires an examination of the current curriculum. (Contains 17 references.) (RS)

ED 386 710 CS 012 269

Watts, Susan M.
Actions Speak Louder Than Words: Preparing Our Preservice and Inservice Teachers in the Way We Expect "Them" To Teach.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the International Reading Association (38th, San Antonio, TX, April 26-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Class Activities; Cooperative Learning; Course Descriptions; Critical Thinking; *Decision Making; Elementary Secondary Education; Higher Education; Journal Writing; *Methods Courses; *Teacher Education
IDENTIFIERS- Preservice Teachers

Drawn from a teacher-educator's experience in teaching a basic reading methods course and a Master's course for inservice teachers, this paper provides practical strategies for promoting active involvement, reflection, decision-making, and collaboration among preservice and inservice teachers. The paper first presents syllabi for the methods courses. Part 1 of the paper describes activities that are designed to provide students with opportunities to determine an instructionally sound course of action given a set of information, and focus on the process by which decisions are made. Sections in the first part discuss the assumptions that guide this approach, class discussions, assessment, and modeling critical thinking strategies using an "I-Chart." Part 2 of the paper discusses using journals and response cards. Part 3 of the paper focuses on short-term and long-term collaboration and offers guidelines for a group project and a model lesson. Part 4 of the paper discusses ways to promote active involvement, including an application activity for preservice teachers, and a project for inservice teachers. Contains nine references. (RS)

ED 386 711 CS 012 270

Adler-Kassner, Linda
"Reading Progress": Historians and Public Literacy in the Progressive Era.
PUB DATE- Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Educational History; *History Textbooks; *Literacy; Secondary Education; Student Needs; *Textbook Content; Textbook Research; *United States History
IDENTIFIERS- American Jeremiads; *Progressive Era; *Rhetorical Stance

Controlling "literacy processes" was a concern of members of the dominant culture during the Progressive Era (about 1890-1917).

may be defined as the intersections, tensions, and complications that people of color bring to space and what space means in terms of hierarchies and power, racial and gender stratifications. Text can also be a fluid, contested space--one which can articulate something about people's "position in the hierarchy of power." A composition instructor, interested in unmasking certain hierarchies of power not only as these hierarchies operate in the classroom but also as they manifest themselves in an institution like the University of Michigan, is also committed to teaching writing skills. In a pre-Freshman Composition course concentrating on issues of ethnicity and race, students (most of them Latino and African American), however, began to raise questions about the apparent contradiction between a course that, on the one hand, encourages students to engage in oppositional behaviors but then, on the other hand, teaches traditional, oppositional modes of writing. While the negotiation of this tension was difficult, it was successful, however hard it may be in retrospect to figure out why and how it was so. The course used portfolios for assessing student writing. Excerpts from several papers written by one student illustrate the complex, advanced way he worked through problems of ethnicity, language, culture and values. (TB)

ED 386 729 CS 215 027

Cushman, M. Ellen
Smuggled Literacies: The Social and Educational Value of Hidden Literacies of Urban African Americans.
PUB DATE- Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; Illiteracy; *Inner City; *Literacy; Reading Skills; *Role of Education; Self Expression; *Urban Culture; Writing Skills
IDENTIFIERS- *African Americans; Discourse Communities; Literacy as a Social Process; *Literacy Events; Writing Contexts

Researchers and teachers often are not privy to the literacy events smuggled into the private lives of urban African-Americans. Yet, these hidden literacies, such as journal writing and reading personal business letters, often reveal deft rhetorical skills as well as intellectual grappling with the social complexities of power, race, and class. Due in part to the social stigma attached to reading and writing among many urban African-Americans, these literacy events take place in hidden, often stolen, private moments. When educators explore the reading and writing in Black communities, they too easily accept limited, and limiting, depictions of the level of literacy of people, and they too easily settle back into their own value system of what counts as reading and writing. One educator's experiences as a literacy volunteer at a community center led her to discover 38 types of reading materials and 27 types of documents requiring hidden writing, sometimes smuggled into and out of households. As she made friends and attended functions with her new friends, she noticed more and more instances of critical reading--always occurring out of earshot of outsiders and whites. Even filling out forms is rhetorical in the inner city community. And because literacy carries a community located west of Chicago, Illinois. The problems of writing and speaking using mathematical language have been documented by data collected from teacher observations, student interviews, and teacher-made assessments. Analysis of probable cause data reveals that students lack the basic understanding of math vocabulary, lack confidence in their math abilities, and lack the knowledge of math writing skills. Reviews of curricular content and previous instructional methods reveal an over-emphasis on basic skills and computation with minimal attention to writing and speaking using mathematical language. Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting has resulted in a selection of one major intervention--an increase of instructional emphasis on writing and speaking using mathematical language through the use of journal writing, cooperative learning, and portfolio assessment. Results indicated that: (1) students' attitudes toward writing and mathematics improved; (2) students' understanding of mathematics improved; and (3) students showed an increase in their ability to talk mathematically. Contains 34 references and 7 tables of data. Appendixes present survey instruments, interview questions, sample journal questions, a sample social skills lesson plan, sample test questions, and group self-evaluations. (Author/RS)

ED 386 748   CS 215 054

Gibisch, Mary Kay; And Others
Improving Writing across the Curriculum.
PUB DATE- 1 May 95
NOTE- 109p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Content Area Writing; Cooperative Learning; Elementary Education; Intervention; Program Effectiveness; Student Improvement; *Writing Across the Curriculum; *Writing Attitudes; *Writing Improvement
IDENTIFIERS- Illinois (Chicago Suburbs)

A study investigated the effectiveness of a program to improve writing performance across the curriculum. The targeted population consisted of students (n=73) from the elementary sector of a middle-class community in a south suburb of Chicago, Illinois. The problem of deficiencies in student writing throughout content areas was documented through teacher observations and writing samples. These data revealed a need for implementation of writing interventions. Analysis of the probable cause data revealed that faculty observed student underachievement in writing due to overloaded curriculum, lack of a need to write, and attitudes. Reviews of curricular content and instructional strategies revealed a need to emphasize the teaching of writing in all content areas. The professional literature suggested that students were poor writers because of a deficiency in the writing curriculum, and attitudes from previous writing experiences. Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of two major categories of intervention: implementation of a comprehensive writing program for targeted students; and the establishment of a cooperative learning program to increase social and interpersonal relationships within the same population. Post-intervention data indicated a positive attitude towards the writing process, improved clarity in

Groups; Ethnography; *Foreign Students; Higher Education; Language Role; *Speech Communication; Student Needs; *Student Problems

IDENTIFIERS- *Asian Students; *Malaysians

A study examined foreign students from one cultural background, Malaysia, in the American basic speech class to discover which areas they find most difficult and to discover those norms and values that cause these difficulties. Malaysian students were chosen as the focus of the study because Asian students comprise more than half of the total foreign student population (56%), and Malaysians constitute one of the largest groups among the Asian student groups. Ethnography was chosen as the study's principal approach because of its ability to provide what C. Geertz calls "thick description." Ethnography suited the research well because its qualitative and holistic approach helped to guard against ethnocentric aspects of some traditional approaches which force data into artificial categories. A total of 11 interviews were carried out with 2 major groups--Malays and Chinese Malaysians. Conclusions show that Malaysians have at least three main handicaps in a speech class: (1) they have a language barrier; (2) they come from a culture in which gesturing and speaking loudly are frowned upon; and (3) they have had no experience in their own countries speaking publicly. Interviews also led to suggestions about how to help Malaysian students in speech classes. Schools could offer remedial classes in English. Instructors could coach students individually, and take their disadvantages into account when evaluating them. (Contains 23 references.) (TB)

ED 386 767   CS 509 027

Robinson, Rena Y.

Affiliative Communication Behaviors: A Comparative Analysis of the Interrelationships among Teacher Nonverbal Immediacy, Responsiveness, and Verbal Receptivity on the Prediction of Student Learning.

PUB DATE- May 95

NOTE- 35p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Classroom Communication; Communication Research; Comparative Analysis; Higher Education; Nonverbal Communication; *Teacher Behavior; *Teacher Effectiveness; *Teacher Student Relationship; Undergraduate Students

IDENTIFIERS- *Affiliative Behavior; *Communication Behavior; Student Perceptions of Teacher; Teacher Immediacy

A study which replicated previous research focused on the perceived affiliative communication behaviors of teachers within the classroom, their relationship to student learning, and the interrelationship among those behaviors. Six hypotheses were formulated based on already published literature. These hypotheses suggest that student perceptions of teacher nonverbal immediacy behaviors, teacher responsiveness, and teacher verbal receptivity are positively associated with affective learning and with cognitive learning. The study also aspired to examine the interrelationship among the above teacher behaviors. A seventh and eighth hypothesis were formulated toward this end: nonverbal immediacy is positively correlated with responsiveness; and nonverbal immediacy is positively correlated with verbal receptivity. Along these same

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Economically Disadvantaged; Educational Improvement; *Educational Planning; Elementary Secondary Education; *Federal Aid; Needs Assessment; Public Education; State Action; State Federal Aid; *Statewide Planning; *Strategic Planning
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Kentucky

Under the Improving America's Schools Act of 1994, the eligibility requirement to become a Title I schoolwide program is relaxed. As a result, there will be a dramatic increase in the number of schoolwide programs. The Kentucky Department of Education saw a critical need to develop a planning guide to be used for technical assistance to eligible schools. The guide is designed to be used in technical-assistance meetings or as a step-by-step process by the school throughout the planning year. It discusses the roles of the school-district coordinator, school principal, teachers, and parents in developing an effective schoolwide program. Appendices contain a needs-assessment guide, a parent questionnaire, a list of resources (model programs and publications), a checklist for local-education-agency approval of a Title I plan, a sample Title I schoolwide plan for state-education agency approval, and an article on school restructuring. (LMI)

ED 386 787 EA 026 973

Butler, E. Dean
Improving School Learning Environments: A Resource Manual of Knowledge and Strategies.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- Jul 95
NOTE- 18p.; Developed for use with "Developing Action Plans for School Improvement: A Professional Development Program."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Environment; *Educational Improvement; Elementary Secondary Education; Organizational Climate; *School Effectiveness; *School Restructuring; State Action
IDENTIFIERS- *Tennessee

This paper presents information to be used by school-leadership teams engaged in the development of school-improvement plans. It reviews recent literature on shared leadership and collaborative schools, school-improvement teams, school culture, and effective schools/positive learning environments. The paper also identifies school-level and class-level characteristics of effective schools. The Positive Attitudes in Tennessee Schools (PATS) program, implemented in 1989 as part of the school-decentralization movement in Tennessee, is also described. The program seeks to build school capacities for transforming learning environments through regular and systemic assessments and school-leadership teams. The school-climate audits are used to identify and strengthen or modify school-climate dimensions. (Contains 66 references.) (LMI)

ED 386 788 EA 026 991

Gutmann, Babette; And Others
The Distribution of State-Administered Federal Education Funds in FY 1992: Seventeenth Annual Report to Congress under Section 406A of the General Education Provisions Act.

political opposition. Chapters 3 and 4 present 10 key characteristics of effective alternative programs and 10 alternative-education models. The fifth chapter explains the steps involved in setting up an alternative program--planning, judging the composition of the population to be served, selecting students, garnering district support and resources, locating a site, choosing staff, and developing a curriculum. A framework for curriculum development is outlined in chapter 6, which explores the role of technology and curriculum options such as crisis intervention, substance-abuse prevention programs, internships, and peer mediation. The seventh chapter describes the administration and organization of alternative schools, with a focus on programs located on college campuses, in shopping malls, and schools without walls. Chapters 8-10 offer strategies for empowering teachers, involving students, and evaluating the program. An index, list of written resources, and three tables are included. (Contains 54 references.) (LMI)

ED 386 806 EA 027 017

Kaufman, Roger; Grise, Philip
Auditing Your Educational Strategic Plan: Making a Good Thing Better.
PUB DATE- 95
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audits (Verification); *Educational Assessment; *Educational Objectives; *Educational Planning; Elementary Secondary Education; *Long Range Planning; Measurement Techniques; *Needs Assessment; *Strategic Planning

Every organization needs a plan for achieving its objectives; however, strategic plans are often developed for the wrong reasons. This book presents self-help tools for school leaders interested in assessing the efficacy of their school's strategic plan. Chapter 1 explains why it is important to review educational strategic plans. Chapter 2 identifies six critical factors for success: (1) moving out of your comfort zone; (2) differentiating between ends and means; (3) using and integrating results; (4) preparing objectives; (5) defining need; and (6) planning based on your ideal vision. Two frameworks for evaluating plans are also described--the Organizational Elements Model (OEM) and a costs-consequences analysis. Steps in the strategic-planning process are detailed in the third chapter--scoping, planning, and implementing and continuously evaluating. Eleven common mistakes are identified in chapter 4. The final chapter provides step-by-step details for assessing the usefulness and comprehensiveness of the strategic-planning effort. Evaluation tools for analyzing the scope and plan focus on linking the level of the school vision with the appropriate evaluation measure and on conducting valid needs assessment. Nine figures and 11 tables are included. Appendices contain a scoring table, evaluation scoresheet, and a glossary. (Contains 67 references.) (LMI)

ED 386 807 EA 027 018

Solomon, Pearl Gold
No Small Feat! Taking Time for Change.

Improvement; Teacher Participation

In many schools and districts, teacher evaluation is poorly conducted, or even disparaged or ignored altogether. This handbook advocates a new approach to teacher evaluation--a cooperative effort undertaken by a group of professionals. Evaluation can reassure teachers that they are doing good and valued jobs, give security and status to well-functioning teachers, spread innovative educational ideas, and demonstrate to the public that teachers are contributing successfully to society. Part 1 describes the need for changed teacher evaluation. Part 2 describes how to use multiple data sources, including student and parent reports, peer review of materials, student achievement, teacher tests, documentation of professional activity, systematic observation, and administrator reports. The third part describes tools for improved teacher evaluation--authentic assessment; the use of microcomputers; and new school-district organizations, judging teacher dossiers, and new district payoff structures. The evaluation of other groups--new teachers, administrators, support personnel, and teacher groups--is outlined in part 4. School-district responsibilities and activities are detailed in part 5. Twenty-nine tables, 4 figures, and 12 sample forms are included. A subject and author index and list of legal cases cited are also included. (Contains 271 references.) (LMI)

ED 386 826 EA 027 040

Etheridge, Carol Plata; Hall, Mary L. Aden
Challenge to Change: The Memphis Experience with School-Based Decision Making Revisited. Interrupted Continuity.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Change; Elementary Secondary Education; Parent Participation; *Participative Decision Making; Resistance to Change; *School Based Management; Teacher Administrator Relationship; *Teacher Influence
IDENTIFIERS- *Memphis City Schools TN

In 1989, seven Memphis City Schools (MCS) implemented school-based decision making (SBDM). This paper describes outcomes associated with shared decision-making efforts during the pilot-study years (1989-92) and following years. Data were obtained from participant observation, interviews, administration of The Tennessee School Climate Inventory (TSCI) to teachers and administrators, process analysis, school reports, and student-achievement test scores. The data illustrated the following patterns: (1) Democratic leadership was the only leadership style related to sustained increased student achievement for at least 3 years; (2) democratic leadership can be critical in the implementation of SBDM and faculty retention; (3) faculty retention is also affected by excluding teachers from the decision-making process and by principals who do not support the SBDM process; (4) parent participation can be hurt by uncommitted school professionals; (5) lack of program and administrative continuity can negatively affect instruction and student learning; and (6) teacher empowerment can contribute to improved student-achievement scores in a relatively short time. Six of the seven schools lacked continuity in democratic

Respondents who were deaf considered themselves to be a language minority, depended on sign language, preferred to associate with people who were deaf, and used an interpreter with the hearing society. Individuals who were hard of hearing tried to integrate with the hearing majority and had significant communication problems in noisy situations and in groups; very few learned sign language. In collecting data, personal contacts with signing provided the most information. Signed videos were effective with persons who were deaf, while written questionnaires were the least effective. Background information for the study considers: oral and manual communication methods; special schools and mainstreaming; speech, reading, and writing; and viewing deafness as being a cultural minority. Study questionnaires are appended, as are five published articles describing study results. (Separate sections contain references; 15 figures and 13 tables are included.) (SW)

ED 386 845 EC 304 234

Ireys, Henry T.; Gross, Susan Shapiro
Curriculum on Children with Special Health Care Needs and Their Families. First Edition.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- Apr 94
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Child Development; *Child Health; *Chronic Illness; *College Curriculum; Community Health Services; *Disabilities; Educational Objectives; Epidemiology; Federal Legislation; Field Experience Programs; Health Care Costs; Higher Education; Instructional Materials; Mental Health; Physical Health; *Professional Education; Public Health; *Special Health Problems; Special Needs Students; Values
IDENTIFIERS- Empowerment; Service Utilization

A curriculum for preservice maternal health and public health professionals on children with special health care needs (disabilities and chronic illnesses) and their families is presented. Principles underlying the curriculum are considered, along with guidelines for developing partnerships with families for field placements. The eight core modules cover: beliefs and values; issues in epidemiology; service use, costs, and financing; laws, legislation, and policies; issues of culture, collaboration, and coordination regarding community-based systems of care; how cultures, societies, and families adapt to children with special needs; child development in the context of a chronic illness or disability; and empowerment. Additional modules concern: health care reform, young adults with special health care needs, pediatric acquired immune deficiency syndrome (AIDS), needs assessment, program evaluation, risk factors in mental health, nutrition issues, and international issues. For each module, information is provided on content and rationale, instructional objectives, definitions of key concepts, instructor guidelines, core readings, and additional readings. Supplemental resources are also identified, including texts, bibliographies, workbooks, videotapes, a list of laws and legislation, and descriptions of national resource centers and networks. A field placement evaluation questionnaire is included, along with a curriculum evaluation form. (SW) considered as a framework for designing instruction for diverse learners. The framework involves teaching prerequisite skills in combination with word recognition instruction, teaching alphabetic understanding (i.e., letter-sound correspondence) in combination with word recognition, and teaching blending of words and encouraging readers to make sense of the words they blend. Use of the following curricular design principles is addressed: conspicuous strategies, strategic integration, mediated scaffolding, primed background knowledge, and judicious review. The paper concludes that primary emphasis on this framework and planful integration with other literacy activities may reduce the risk faced by diverse learners in beginning reading as it now is commonly taught. (SW)

ED 386 864   EC 304 253

Dickson, Shirley V.; And Others
Text Organization and Its Relation to Reading Comprehension: A Synthesis of the Research. Technical Report No. 17.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 Feb 95
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Higher Education; Instructional Materials; Learning Disabilities; Low Achievement; *Reader Text Relationship; *Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Reading Materials; Special Needs Students; *Text Structure

This research review focuses on the effects and implications of text organization, both physical presentation and text structure, and on reading comprehension, with special emphasis on the comprehension of diverse learners. The review includes students in kindergarten through college, who are high and low readers and comprehenders; low performers/achievers; remedial readers; normal achievers and general education students; and students who have learning disabilities (LD), dyslexia, behavior disorders, and mild mental retardation. The research indicates that reading comprehension is enhanced by text organization, students' awareness of text organization, students' strategic use of text organization, and explicit instruction in the physical text presentation and/or text structure. Text organization includes the visual, physical organization (e.g., heading, location of main idea) as well as less visible text structures (e.g., narrative and sequence). Attention is directed to implications for learning of well-presented text, and instruction in and student strategic use of text structure. A chart of research studies reviewed identifies study author(s) and year, number and type of study participants, the type of text organization, and the study purpose. (Contains 22 references.) (SW)

ED 386 865   EC 304 254

Dickson, Shirley V.; And Others
Text Organization: Curricular and Instructional Implications for Diverse Learners. Technical Report No. 18.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 Feb 95
NOTE- 26p.

Individuals with Disabilities Education Act

This proceedings document from a conference on the Comprehensive System of Personnel Development (CSPD), which is authorized by the Individuals with Disabilities Education Act (IDEA), offers perspectives provided by Martha J. Fields and Thomas Hehir, on reauthorization of the IDEA. A discussion of the topic of paradigm shifts in staff development by Dennis Sparks is also included. Descriptions of conference sessions are provided on the following topics: CSPD planning and implementation, supply/demand models and issues, recruitment, certification/credentialing, alternative needs assessment strategies, preservice personnel preparation, continuing education, retention, occupational therapy services and issues, behavioral interventions, and social marketing. Specific topics addressed in these sessions include: CSPD and supporting regional partnerships, CSPD and state technical assistance systems, recruiting special education teachers through a teacher cadet program, alternative certification in special education, fast track retraining of general educators to meet special education needs, and issues of cultural diversity in personnel preparation. A conference program agenda, a directory of participants, a presenters index, and a subject index are also provided. (SW)

ED 386 882 EC 304 272

Bice, Joe E.; And Others
Instructional Software and Attention Disorders: A Tool for Teachers.
PUB DATE- Aug 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Attention Deficit Disorders; *Computer Assisted Instruction; *Computer Software; Computer Software Evaluation; *Computer Software Reviews; Computer Software Selection; *Courseware; Elementary Secondary Education; *Instructional Material Evaluation; Learning Strategies; Teaching Methods

This handbook provides information on 31 software programs designed to instruct students with attention disorders in individual and group settings. The most successful applications of instructional software are identified, and six broad categories of instructional software are discussed. Twenty-one strategies for teaching students with attention disorders are considered, along with common features of computer-assisted instruction which can assist in implementing each of the strategies. Seven problem areas to avoid in using instructional software with this population are also addressed. Case studies of three students who used instructional software at the elementary, junior high, and high school levels are included. Descriptions of the 31 instructional software programs provide: age or grade equivalent; subject; kind of software; manufacturer; platform (e.g., Macintosh, IBM, Apple); hardware needed; date of publication; retail cost; program content; review of the program, including strengths and weaknesses and a rating for use with students with attention deficit disorders; and ratings on specific software evaluation criteria. A list of 16 resource groups, an alphabetical list of software programs with publishers, and a list of software programs by skill areas conclude the guide. (Contains 18 references.) (SW) provided. Families more likely to receive a higher volume of service included those having toddlers, insurance, and mothers with higher annual incomes and higher levels of education. Infants are primarily served in their homes and center-based programs, while toddlers receive the majority of services in centers or in other community-based settings. Mothers with higher levels of educational attainment and annual income receive a higher proportion of therapeutic services (i.e., motor and speech/language therapy). It is noted that service use patterns are influenced by family systems dimensions and other complex variables. (Contains 15 references.) (SW)

ED 386 900 EC 304 293

Toy Play in Infancy and Early Childhood: Normal Development and Special Considerations for Children with Disabilities.
PUB DATE- 6 Jun 94
NOTE- 42p.; In: Research Synthesis on Early Intervention Practices. Technical Report No. 11; see EC 304 248.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Cognitive Development; *Disabilities; Early Childhood Education; Infants; Instructional Material Evaluation; *Instructional Materials; *Media Selection; Parent Attitudes; *Play; Social Development; Toddlers; *Toys; Young Children

This paper presents a review of the literature on toy play in infancy and early childhood, with an emphasis on both normal development and special considerations for young children with disabilities. Specifically, it describes children's encounters with toys within a developmental framework, identifies characteristics of the child and aspects of the environment that influence toy preferences and the way in which children play with toys, and outlines a set of guidelines for the selection of appropriate toys including suggestions for adapting toy play for young children with special needs. Cognitive and social play categories are reviewed for infancy and the preschool period. Children's toy preferences are considered in terms of age, gender, socioeconomic status, and ability level. Environmental and contextual variables considered include the way the environment is arranged; the quantity, variety, and complexity of toys; the presence of peers and adults; the curriculum; and television. Several typologies for classifying toys are considered. Features that parents consider important in selecting toys are listed and discussed. Six guidelines are then offered, such as: consider the child's toy preferences and individual characteristics; identify individual or program goals associated with toy play; and adapt toys and the play environment to meet the needs of the child with special needs. (Contains 86 references.) (DB)

ED 386 901 EC 304 294

Pierce, Patsy L.
Technology Integration into Early Childhood Curricula: Where We've Been, Where We Are, Where We Should Go.
PUB DATE- 6 Jun 94
NOTE- 65p.; In: Research Synthesis on Early Intervention Practices. Technical Report No. 11; see EC 304 248.

Instruction; Second Language Learning; Spanish
IDENTIFIERS- *Arbeit mit Texten

This article explains the characteristics of three categories of Computer assisted language learning (CALL) programs that can be used in classrooms with conventional computer systems. The first category is dedicated programs, those in which the teacher cannot make any changes. The second is authoring programs in which teachers can insert their own materials. The third is authoring languages, which give the teacher more opportunity for creativity but require considerably more computer expertise. Then it particularly focuses on the program, "Arbeit mit Texten," which has met with success among participants in seminars offered by the "Centri Linguistici" (Siena). It was originally created by a CALL expert in Munich for teaching German but can be used to teach English, French, Italian, and Spanish as well. How the program works and sample reading texts for students of Italian with accompanying exercises are explained in detail. The article has a bibliography that includes CALL bibliographies, books on CALL, CALL software suppliers, and CALL periodicals. (CFM)

ED 386 920 FL 023 025

Pavanini, Pietro
Errori 'programmati' ('Programmed' Errors).
PUB DATE- 93
NOTE- 8p.
LANGUAGE- Italian
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cloze Procedure; *Computer Assisted Instruction; *Dictation; English (Second Language); Error Analysis (Language); Foreign Countries; *Italian; Listening Comprehension; *Second Language Instruction; Second Language Learning; *Songs
IDENTIFIERS- *Belli Capelli

This article begins by affirming that the use of computers in language teaching makes sense only if teachers have computer expertise that allows them to create programs that fit their specific pedagogical needs. A program is presented called "musical dictation," which serves as an example of what can be done by a teacher with easily-acquired computer skills. Students listen to a song and are given the text with words missing. This exercise differs from computerized cloze exercises and from Storyboard exercises in two ways: (1) students do not guess words that will eventually appear but they fill in, as they listen, words that they have already seen on the monitor; and (2) the comments that the program makes in response to the students' answers are not limited to 'correct' or 'incorrect' but offer additional help in understanding errors. The article then describes a program designed for students of Italian as a Second Language based on the song "Belli Capelli." Possible student responses are analyzed and the feedback offered by the program is demonstrated. The article contains a bibliography with titles of CALL bibliographies, books on CALL, CALL software suppliers, CALL periodicals, and CALL software. (CFM)

ED 386 921 FL 023 026

Pavanini, Pietro
Insegnamento delle lingue assistito dal computer. Una guida per saperne di piu (Computer-Assisted Language Learning. A Guide

oral readiness to produce these questions. Contains 17 references. (MSE)

ED 386 939 FL 023 252

Wilhelm, Kim Hughes
Identification of LL (Language Learning) Background Variables Associated with University IEP Success.
PUB DATE- Mar 95
NOTE- 26p.; Paper presented at the Annual Conference of the American Association for Applied Linguistics (Long Beach, CA, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Second Language Programs; College Students; *English (Second Language); Higher Education; *Intensive Language Courses; *Language Aptitude; *Language Proficiency; *Language Role; Learning Motivation; Second Language Instruction; Student Attitudes; Student Characteristics; Student Placement
IDENTIFIERS- Indiana University

A study examined variability in learner progress through a pre-university intensive English-as-a-Second-Language program as it relates to 36 language learning background variables (e.g., formal English training and exposure, motivation, etc.) and four entry-level proficiency variables. Subjects were 201 Indiana University students. Success was measured by passage from one proficiency level to another/others over the period of program enrollment, and three groups were identified: high, medium, and low success learners. Analysis of the data resulted in identification of nine language learning background variables most closely associated with success patterns. These include: school levels at which English was learned; number of family members who have studied in English-speaking countries; previous exposure to English as the language of instruction; number of years since English was last studied; number of years of university English; teaching focus in English class; first language; attitudes toward English class; and stated purpose for learning English. Results are summarized. The research method applied in this study was found useful for identifying significant variables associated with language learning. Contains 12 references. (MSE)

ED 386 940 FL 023 253

Appleby, Judith A.
Case Study Evaluation of Training for ACCESS (Attractive Careers in Childhood Education for Second Language Speakers). Final Report.
SPONS. AGENCY- Sonoma State Univ., Rohnert Part. CA. California Inst. on Human Services.
PUB DATE- Aug 95
NOTE- 17p.; For a related document, see ED 386 038.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Awareness; *Career Development; Case Studies; *Child Caregivers; *Early Childhood Education; Employment Opportunities; Interviews; *Limited English Speaking; Motivation; *Participant Satisfaction; Teacher Education; *Teacher Educators; Vocational Education
IDENTIFIERS- California

drawn from learners' real-life experiences. The Whole Language Approach, more than a specific method or collection of strategies, techniques, or materials is a perspective emphasizing the use of language as a whole, not as discrete parts. Whole language classes work together to develop the curriculum, read and write for and with each other, and evaluate products together. Classroom activities might include extended reading and writing. The Language Experience Approach is a teaching strategy or technique consistent with the whole language perspective. In it, learner experiences are dictated, then transcribed and used as reading material. Lack of authentic reading materials for adult ESL literacy programs has inspired a related approach, one focusing on learner writing and publishing. Most writing-based classrooms follow a writing-process approach in which learners and the teacher brainstorm writing topics, draft pieces, share and confer about writing, revise, edit, and publish in a workshop atmosphere in which reading, writing, and talk are integrated and support each other. Finally, competency-based education, used in adult ESL literacy since the mid-1970s, is based on the learning of competencies expressed in terms of tasks. Four components include assessment of learner needs, selection of relevant competencies, and instruction and evaluation based on those competencies. Contains eight references and four published learner writing references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 961 FL 801 077

Burt, Miriam; Saccomano, Mark
Evaluating Workplace ESL Instructional Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *English (Second Language); Evaluation Methods; Expectation; *In Plant Programs; Interviews; *Literacy Education; *Personnel Evaluation; Portfolios (Background Materials); Productivity; *Program Evaluation; Second Language Instruction
IDENTIFIERS- ERIC Digests; *Focus Groups Approach

With the increase in workplace English-as-a-Second-Language (ESL) literacy education programs, there is a need to assess whether the attention given to improving basic skills and English language proficiency has made a change in the participant and in the workplace. Such evaluations often use both qualitative and quantitative measures of program outcomes. Qualitative measures include focus groups and individual (stakeholder) interviews, workplace observations, and portfolios of learner classwork. Quantitative measures include commercially available tests, scaled performance ratings, and some program-developed assessment tools, such as portfolios. To increase credibility and help ensure reliability of qualitative measures, evaluators collect multiple types of evidence (such as interviews and observations) from various stakeholders (employers, labor unions, participants, teachers, funders) related to a single outcome and arrange them into matrices, organizing them thematically and enabling analysis of data across respondents. Two commercially available tests that are commonly used sources of quantitative data are the Basic English Skills Test (BEST)

Aid; Government School Relationship; *Institutional Research; Job Placement; Research Methodology; *State Standards; Two Year Colleges; Two Year College Students
IDENTIFIERS- *AIR Forum; Higher Education Act Title IV; *State Postsecondary Review Entities; Virginia

Data standards of the State Postsecondary Review Entities (SPRE) required under Title IV of the amended Higher Education Act are discussed, including how institutions can collect data to meet these standards. Background information is provided concerning the need for states to assume new oversight responsibilities concerning institutional eligibility to participate in Title IV financial aid programs. The functioning of SPRE in Virginia is considered, and an overview is provided on the Review Standards. The most problematic standard, Standard 17 for community colleges, is discussed in detail. This standard provides for graduation, withdrawal, job placement, and licensure pass rates. Data collection strategies relating to Standard 17 are presented both from a SPRE agency point of view, as well as from a community college perspective. Attention is focused on the results of a pilot review conducted at a Virginia community college by Virginia's SPRE by the State Council of Higher Education for Virginia. Methodologies for calculating rates of graduation, withdrawal, job placement, and licensure are explained, along with factors that can confound interpretation of results. Implications of evolving SPRE regulations are addressed. It is noted that continued federal funding for the SPRE program is uncertain in the light of recision bills. (SW)

ED 386 979 HE 028 560

Chatman, Steve
More Timely Departmental Faculty Salary Comparisons. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *College Faculty; Comparative Analysis; *Cost Estimates; Data Collection; *Departments; Higher Education; Information Needs; *Institutional Research; State Colleges; *State Universities; *Teacher Salaries
IDENTIFIERS- *AIR Forum

An approach to obtain disciplinary specific salary information for the institution of higher education budget process by mid-winter is considered. The approach involves using current year institutional mean salaries and prior year relative average salaries by academic discipline to provide "current" salary comparisons by academic discipline in the fall term. An advantage of this approach is to provide more timely departmental faculty salary comparisons earlier to assist in institutional budget decisionmaking. Data sources are faculty data exchanged among several Association of American Universities public institutions and American Association of University Professors (AAUP) forms publicly available for these institutions. An explanation of the methodology is provided, and salaries of civil engineering faculty are used to illustrate the method. A question in deciding whether to use this approach is whether the error associated with the use of following: forum agenda; overhead transparency masters; handouts; descriptions of initiatives underway or planned in New Brunswick in relation to the forum issues; flipchart notes from the forum working groups; and lists of participants and mailing addresses of all forum participants and invitees. The French version is included. (MN)

ED 386 533 CE 069 649

Quality Assurance for Consumers of Private Training Programs. Findings and Recommendations from the Consultation on the Regulation and Support of Training Providers in New Brunswick = Assurance de la qualite pour les consommateurs de programmes de formation du secteur prive. Resultats et recommandations a la suite des consultations relativement a la reglementation et au soutien des fournisseurs de cours de formation au Nouveau-Brunswick.
SPONS. AGENCY- New Brunswick Dept. of Advanced Education and Labour, Fredericton.
PUB DATE- 1 Feb 95
NOTE- 73p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- senter); Working Group 2A "Cohe System" (Humphrey Sheehan, presenter); Working G,Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); Adult Education; *Educational Quality; Evaluation Methods; Foreign Countries; *Government Role; Government School Relationship; *Industrial Training; Models; *Private Education; Private Sector; Program Evaluation; Quality Control; Unions
IDENTIFIERS- *New Brunswick; *Quality Assurance

Eighteen key individuals from the business, labor, and training sectors and other organizations concerned with the purchase of private training programs were consulted in an effort to determine the role of Canada's federal government and New Brunswick's provincial government in quality assurance for consumers of private training programs. There was general agreement that the primary role of government in training quality assurance should be limited to the following: consumer education and advocacy, development of a voluntary registration process to be made available to all training providers, and encouragement and facilitation of program accreditation options. The consultation findings were used as a basis for developing a proposed approach to quality assurance of training programs. The primary responsibilities and roles of consumers, government, industry, and training providers in gathering information about training providers and registering, accrediting, and certifying programs were demarcated in a discussion model of the training quality assurance process. Appendixes constituting approximately 50% of this document include the following: list of individuals consulted; terms and discussion questions; and charts detailing consensus on primary responsibility and discussion model, Canadian Labour Force Development Board draft guide to purchasing training, and considerations regarding support of training for low demand occupations. The French version is included. (MN)

ED 386 534 CE 069 650

Review of Evaluative Mechanisms in the Departments of Advanced Education and Labour and Human Resources Development--New Brunswick = Examen des mecanismes d'evaluation au ministere de l'Enseignement superieur et du Travail et au ministere du specific academic skills included in the following categories: applied mathematics, locating information, reading for information, applied technology, teamwork, listening, and writing. Included in a section on academic competencies are a master list of 504 academic competencies and a list of 62 academic competencies specific to precision machining. Concluding the OCAP is information on the OCAP verification panels. (MN)

ED 386 552 CE 069 774

Welding. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Blueprints; Communication Skills; *Competence; *Competency Based Education; *Employment Qualifications; *Entry Workers; Job Analysis; Job Skills; Mathematics Skills; Metal Working; Reading Skills; Safety; Science Process Skills; Statewide Planning; Thinking Skills; *Trade and Industrial Education; *Welding
IDENTIFIERS- *Ohio

This Occupational Competency Analysis Profile (OCAP), which is one of a series of OCAPs developed to identify the skills that Ohio employers deem necessary to entering a given occupation/occupational area, lists the occupational, academic, and employability skills required of individuals entering the occupation of welder. The introduction explains the content and purpose of OCAPs. Presented next are an OCAP listing competency builders in 10 technical skill areas specific to welding (safety/housekeeping; materials science/inspection/testing; blueprints; welding fabrication; oxyfuel, shielded metal arc welding, thermal cutting, gas metal arc welding, gas tungsten arc welding, and flux core arc welding; and thermal cutting) and an OCAP listing competency builders in 12 employability skill categories. A section on academic job profiles discusses the purpose of job profiling, presents an academic job profile for welding, and details the specific academic skills included in the following categories: applied mathematics, locating information, reading for information, applied technology, teamwork, listening, and writing. Included in a section on academic competencies are a master list of 504 academic competencies and a list of 61 academic competencies specific to welding. Concluding the CCAP is information on the OCAP verification panels. (MN)

ED 386 553 CE 069 775

Communication Skills I: Communicating with Others. Reading Skills. Writing Skills. Study Skills.
PUB DATE- 95
NOTE- 109p.; For "Communication Skills II," see CE 069 776.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Communication Skills;

NOTE- 172p.; For related reports, see CE 069 814-815.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Demonstration Programs; *Employment Programs; Entrepreneurship; Federal Legislation; Job Development; Job Training; Program Development; Program Effectiveness; Program Implementation; Salaries; *Self Employment; Small Businesses; *State Programs; *Unemployment; Unemployment Insurance; Wages
IDENTIFIERS- *Washington

The Washington State Self-Employment and Enterprise Demonstration (SEED) was the first federally sponsored self-employment demonstration program for unemployed workers in the United States. Its primary purpose was to determine the viability of self-employment as a reemployment option for recipients of Unemployment Insurance (UI) benefits who do not have immediate job prospects. The SEED Demonstration was implemented in six sites, representing both rural and urban areas of Washington, from September 1989 through March 1991. It was implemented as a classical experiment, in which eligible program applicants were randomly assigned either to a treatment group (N=755) or to a control group (N=752). Those assigned to the treatment group were offered business startup training, a waiver of the UI work search requirement, and periodic payments equal to their regular UI benefits. Those who achieved all project requirements were also eligible for a lump-sum payment equal to their remaining UI benefits. Interim impacts were based on data from a follow-up telephone survey approximately 21 months after assignment. Results indicated the SEED Demonstration dramatically increased the likelihood of being self-employed (by 25 percentage points), accelerated entry into self-employment (by 6 months), and increased earnings from self-employment (by about $3,000). It delayed reemployment in a wage and salary job (by 1 month) and reduced earnings from such jobs (by about $2,500). (An appendix defines independent variables.) (YLB)

ED 386 571 CE 069 814

Benus, Jacob M.; And Others
Self-Employment as a Reemployment Option: Demonstration Results and National Legislation. Unemployment Insurance Occasional Paper 94-3.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 94
NOTE- 129p.; For related reports, see CE 069 813-815.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Demonstration Programs; *Employment Programs; Entrepreneurship; Federal Legislation; Job Development; Job Training; Program Development; Program Effectiveness; Program Implementation; Salaries; *Self Employment; Small Businesses; State Programs; *Unemployment; Unemployment Insurance; Wages
IDENTIFIERS- Massachusetts; *North American Free Trade Agreement; Washington

The first and longest section of this publication is a comparative analysis summarizing the impacts of the two Unemployment Insurance (UI) Self-Employment Demonstration Projects in Washington State and Massachusetts. Based on the first wave of post-project follow-up surveys, this evaluation

Correctional Education; *Distance Education; Educational Research; Job Skills; Learning Strategies; *Literacy Education; *Nontraditional Students; Older Adults; Prisoners; *Professional Development; Program Development; Standards; Theory Practice Relationship; Womens Education

These proceedings contain 11 refereed papers and 2 symposia in which researchers and practitioners share research findings focusing on the link between research and practice in adult, continuing, and community education. "Literacy Skill Standards for the Workplace" (Eunice N. Askov) summarizes efforts leading toward voluntary industry skill standards. "Promoting a 'Culture of Learning' through Creative Self-Expression" (Irene C. Baird) describes a replication of a humanities-oriented model with incarcerated women. "Job Satisfaction and Creativity in the Workplace" (Kathleen L. Cowles) reports results indicating a strong relationship between these variables. "Adult Development--An Integrative Model for Practice" (Trenton R. Ferro) proposes a model that integrates the findings of studies into adult development and proposes uses and implications suggested by that model. "Education and Training in the Virtual Office" (Irene C. Habermann) explores where and whether there is a need for training and the best way of conducting it. "Social Capital and Education" (Carole B. Karinshak) argues that the learning experiences of adults are affected by their segregation as children into groups according to socioeconomic status. "Planning for Change" (Kathleen P. King) explores implications of transformational learning for adult education program development. "The Goodwill Literacy Initiative Evaluated as a Pilot Project Integrating 'JTPA' Policies" (Christine Mollick) reports findings of a study of factors that enhance retention. "Distance Delivery of Graduate-Level Teacher Education" (Melody M. Thompson) proposes that distance education has the potential to offer results beyond those of traditional settings. "Literacy and the Learning Process" (Roberta Uhland) describes learning strategies selected by low-literate adults engaged in self-directed learning. "The Practical Needs of Non-Traditional Women in Higher Education" (Suzanne C. Watson) identifies six areas of practical needs. The symposia are "Internationalism in Continuing and Distance Education" (Jeri L. Childers et al.) and "Why Are We Not Doing Research?" (Patricia Lawler, Trenton R. Ferro). All refereed papers contain references. (YLB)

ED 386 590 CE 069 849

The Plain Dealer High School Newspaper Workshop Program. John F. Kennedy and West Technical High Schools, 1994-1995.
PUB DATE- Apr 95
NOTE- 70p.; Photos may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Exploration; Experiential Learning; High Schools; Journalism; Layout (Publications); Minority Groups; *Newspapers; Pilot Projects; Printing; Program Effectiveness; Program Evaluation; *Publishing Industry; School Business Relationship; Urban Education; Vocational Education; Work Experience; Workshops
IDENTIFIERS- Cleveland Public Schools OH

The Plain Dealer High School Newspaper Workshop was a pilot program created to introduce minority high school students (although not limited to minority students) to career opportunities in the newspaper business. Forty-four students from the Cleveland Public Schools' John F. Kennedy and West

Development of an Orientation Training Manual for Implementation with New Personnel and Volunteers Working in Short Term Transitional Homeless Shelters for Single Parent Families.
PUB DATE- 94
NOTE- 289p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Economically Disadvantaged; *Homeless People; Housing Needs; *One Parent Family; Orientation; *Orientation Materials; Poverty; Training
IDENTIFIERS- *Shelters

Increasing numbers of diverse families, caught in the web of poverty, are becoming homeless. Homeless shelters have tended to focus on meeting only critical necessities such as food and shelter. However, the needs of the homeless are much more complex and challenging. Homeless families have deep-rooted problems and fractured relationships. Staff and volunteers require training in order to respond effectively to such issues since many do not come to the agency with necessary core knowledge and skills. However, provision of staff orientation and training has been minimal. The primary goal of this practicum was to design a comprehensive orientation training manual that would provide a consistent core knowledge base for all levels of incoming staff and volunteers. The strategy used a collaborative team approach with all levels of staff and volunteers (n=6) within the 10-week implementation period, and was successful. An additional goal, which was not met, was to increase interpersonal skills of current employees and volunteers by 50% as measured by the evaluation forms completed by the participating staff members. Appendices include implementation plan, questionnaires and results, evaluations and outcomes, and a copy of the orientation training manual. Contains 45 references. (JBJ)

ED 386 609 CG 026 345

DaGiau, Bette J.
Characteristics of Seventh Grade Students Who Completed a Course in Adolescent Development Compared to Students That Have Not Completed the Course.
PUB DATE- May 95
NOTE- 76p.; Master's Thesis, William Paterson College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Adolescent Development; Career Awareness; Career Choice; Career Counseling; Career Exploration; *Career Guidance; *Cognitive Style; Curriculum Design; Grade 7; Interest Inventories; *Interpersonal Competence; Junior High Schools; Junior High School Students; School Guidance; *Self Concept

The Adolescent Development course, implemented to facilitate the growth of adolescents, is presented in three parts: the first addresses the student's self-concept and provides skills for effective management of relationships; the second focuses on student learning style and improving academic achievement skills; the final part consists of a career inventory which is elaborated through research activities in the student's area of interest. Conducted at a middle school in northeastern New Jersey, the study included 76 seventh grade students (38 participants, 38 in a control group). The study consisted of a

Inventory of Substance Abuse Training Resources.
SPONS. AGENCY- British Columbia Ministry of Skills, Training and Labour, Victoria.
PUB DATE- 94
NOTE- 109p.; For the related "Needs Assessment," see CG 026 436.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alcoholism; *Drug Addiction; *Drug Education; Foreign Countries; Resources; *Substance Abuse; Training
IDENTIFIERS- British Columbia

This document provides an inventory of training activities and resources related to substance abuse current to December 31, 1993. The inventory presents separate sections for: (1) programs; (2) courses; (3) workshops; (4) summer institutes; (5) print resources; (6) audiovisual resources; (7) organizational resources; (8) resource people; and (9) post-secondary institutions in British Columbia. Programs described are located in either British Columbia, the other parts of Canada, or the United States. A glossary of educational terms and an alphabetical index of entries are appended. (SR)

ED 386 629 CG 026 437

Friedinger, Anna Laura
Counsellors' Strategies for Managing Their Stressful Reactions to Clients.
PUB DATE- 91
NOTE- 184p.; Masters Thesis, University of Victoria, British Columbia, Canada.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Counseling Techniques; *Counselor Attitudes; Counselor Characteristics; *Counselor Client Relationship; Counselors; Foreign Countries; Qualitative Research; *Stress Management
IDENTIFIERS- Canada; Countertransference

The purpose of this study was to examine and describe experienced counselors' explanations of how they become aware of and deal with countertransference reactions in their practice. A qualitative, descriptive method was used. Five Canadian counselors with a minimum experience of 10 years each were investigated. They worked in public agencies or private practice using an eclectic, humanistic or behavioral approach to counseling. A semi-structured guide was used to interview them in-depth on a personally significant countertransference reaction. The analysis of data revealed the counselors' cognitive strategies for managing their countertransference reactions. They used to a large extent the same strategies regardless of their wide variety of triggers, reactions and counseling orientations. A countertransference management model was developed attributing these strategies to three stages according to the purpose served for these counselors: awareness, understanding and management. Differences in use of strategies in the management stage could be traced to differences in assessments in the understanding stage. This study provides a clearer understanding of what strategies experienced counselors use to become aware of their countertransference reactions and how they understand and manage them. Possible applications of the countertransference management model are suggested and the need for further research on its applicability and usefulness are identified. Contains 79 references. (Author/JBJ) pressure to experiment with drugs, and to manage anger without resorting to violence or the use of alcohol and drugs. DARE has provided local law enforcement agencies with a positive method of influencing the youth of their communities. The number of projects has increased along with expanding into middle school/junior high and high school. The 40 Idaho DARE programs have made contact with over 70,000 students during 1994-95. Opinion surveys regarding Idaho DARE programs show that teachers, school administrators, and parents approve and support the program in their communities. Agencies that rated it as high priority experienced less juvenile drug related arrests according to Idaho Uniform Crime Report statistics. The consensus of Idaho DARE program participants and evaluation efforts is that the DARE program needs to be expanded into Middle School, Junior High, and High School. Eight recommendations are made. An appendix provides: Elementary "Core" DARE Lesson Summaries; a Junior High School Curriculum; a Senior High School Curriculum; and a Parent Curriculum. (JBJ)

ED 386 650   CG 026 470

Eastman, Lorrina J.
Succession Planning: An Annotated Bibliography and Summary of Commonly Reported Organizational Practices.
PUB DATE- 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Administrators; Employees; Employment Opportunities; *Human Resources; Job Performance; Job Skills; Labor Force Development; *Leadership Training; *Management Development; *Occupational Mobility; Vocational Evaluation

Succession planning assures the continuity of an organization's leadership by developing candidates for key management positions. This report provides: (1) a summary of selected works on succession planning for positions in middle to upper management; (2) a general understanding of the nature and extent of succession planning for human resources managers and executives; and (3) practical literature on succession planning. Each article in the report either provides practical suggestions for succession planning for a broad range of management positions, or focuses on the developmental component of succession planning. The report consists of two sections; the first contains an annotated bibliography, which summarizes 56 articles and books on succession planning. The second section describes 11 themes which organize the commonly reported practices in succession planning. (SR)

ED 386 651   CG 026 472

Minnesota YouthBuild Program Overview, 1994.
PUB DATE- Jan 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Battered Women; Community Relations; Crime Prevention; Drug Use; High School Equivalency Programs; High Schools; Homeless People; *Job Skills; *Job Training; Learning Disabilities; Low Income Groups; One Parent Family; *Self Esteem; Unemployment
IDENTIFIERS- Minnesota

characteristics and self-reported perceptions concerning school conditions responsible for the decision to drop out are studies. Participants for this study were comprised of seven male Hispanics ages 18 to 23, who dropped out of high school. The areas identified by participants as causes for dropping out of school were: (1) feelings of abandonment by the student prior to making a decision to drop out of school; and (2) the perceived lack of two-way communication between the student and those trying to help him. Results from the study showed that more attention needs to be focused on schooling experiences and perceptions of Hispanics who drop out of school in order to gain insight into the total context of the dropout problems. (Contains 50 references.) (SR)

ED 386 672 CG 026 506

O'Brien, Ruth A.
A Predictive Model of Older Widow's Mental Health.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Nov 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Gerontological Society of America (44th, San Francisco, CA, November 22-26, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Depression (Psychology); Females; *Grief; Life Events; *Mental Health; *Older Adults; Stress Variables; *Widowed
IDENTIFIERS- *Bereavement; Impact of Event Scale; Louisville Older Persons Event Scale

The loss of one's spouse is a disorganizing life event. This study explores the mental health of older women who have lost a spouse. The specific aims of this study were: (1) to identify the incidence of depression or other psychiatric morbidity among widows during the first two years of bereavement; and (2) to evaluate a model which incorporates: suddenness of the death event, other concurrent life events, supportive and unsupportive social ties, and coping behavior as predictors of widows' mental health. The subjects were 364 widows between the ages of 50 and 86. The study employed a longitudinal panel design with data collection intervals at 6 weeks, and 6, 12, 18, and 24 months following the death of the spouse. Data was collected through semi-structured home interviews which incorporated a number of standardized rating scales and questionnaires. Findings suggest that the depressive symptomatology and negative mood states experienced by the majority of widows reflect normal grieving rather than psychiatric morbidity. For those women who do experience psychiatric morbidity, interventions directed toward assisting high risk widows to learn more active ways of coping with their stressors are suggested to help reduce the severity of their grieving. (SR)

ED 386 673 CG 026 554

Balding, John
Young People in 1994: the Health Related Behaviour Questionnaire Results for 48,297 Pupils between the Ages of 11 and 16.
PUB DATE- 95
NOTE- 408p.
LANGUAGE- English

children were reading more. Recommendations include teachers reading to students 15-20 minutes daily; involve students in deciding what the incentives in motivational reading programs will be; and encouraging students to share what they have read frequently. (Contains 89 references and 7 tables. Appendixes present numerous survey instruments and descriptions of motivational reading programs.) (Author/RS)

ED 386 692 CS 012 250

Anders, Christine; Wiemer, Diana
Improving Academic Motivation.
PUB DATE- May 95
NOTE- 97p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; Classroom Environment; *Cooperative Learning; Grade 3; Instructional Effectiveness; *Portfolio Assessment; Primary Education; Reading Research; Student Educational Objectives; *Student Improvement; *Student Motivation
IDENTIFIERS- *Goal Setting; Illinois (North)

A study investigated the effectiveness of a program for improving motivation to learn among third grade/Chapter 1 reading students in a growing rural community located in northern Illinois. The problem of low motivation was documented by systematic classroom observations, teacher interviews, and student surveys. Analysis of probable cause data revealed that students had little or no ownership in their learning, demonstrated little confidence and low self-esteem, and exhibited a lack of transfer. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of four major categories of intervention: implementation of cooperative learning strategies, development of a portfolio assessment plan, application of organizational tools, and institution of goal-setting techniques. The four-part intervention provided a positive influence on the students' academic motivation; improvement in the quantity and quality of goals set and accomplished; positive parental feedback regarding portfolio assessment; and cohesive classroom atmosphere created by cooperative learning skills. (Contains 15 references, and 2 tables and 7 figures of data. Appendixes present numerous survey instruments, data, samples of completed teacher and student selection forms, and parent responses.) (Author/RS)

ED 386 693 CS 012 251

Ryder, Phyllis Mentzell
Critical Literacy Subverted: Early Public Schools, Individualism, and the Ideal of Reading.
PUB DATE- Mar 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; *Educational History; Elementary Secondary Education; Equal Education; Labor Force; *Literacy; Political Parties; *Public Education; Public Schools; *Social Differences; United States History; Working Class

Educators wanted to set students on the "right" course before formal schooling was over. Four history textbooks from the era share a general sense of what is required for public literacy, but they present multiple public literacies, not a singular, uniform idea. The most important thing these historians shared was their devotion to progress, on the one hand, and conflict, on the other, all of which they expressed using the rhetoric of the American jeremiad. The first thing students needed to know to be publicly literate, according to the history textbooks, is what kind of shape the nation was in relation to the achievement of the "promise" of America. For historians Samuel Foreman, and James Alton James and Albert Hart Sanford, students did not need to get actively involved in maintaining the promise, because the forces of providence (with their able assistants, members of the dominant culture) could maintain it. The rhetoric of the "steady" jeremiad in these textbooks is understated, because the textbooks are quite functional--students need to stay the course, and the course is progress. For other historians, such as David Muzzey, and Charles and Mary Beard, the fiery rhetoric of an "active" jeremiad was designed to inculcate a sense of public literacy that required active participation in the movement of the nation toward the achievement of progress. (NKA)

ED 386 712 CS 012 271

Speaker, Richard B., Jr.; Madison, Susan Gomez
Towards a New Metaphor in Literacy Teacher Thought Processes: Understanding Teachers' Spectra of Beliefs and the Chaos of Teaching.
PUB DATE- Dec 94
NOTE- 26p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Elementary Education; Literature Reviews; Metaphors; *Teacher Attitudes; *Teacher Behavior; Teaching (Occupation)
IDENTIFIERS- Chaos Theory; Teacher Beliefs Study

Understanding the ideas of chaos theory and spectra of teachers' beliefs about literacy provides an additional method of examining, organizing, and interpreting the complex research findings in the area of literacy teachers' thought processes. Historically, research paradigms in the area of teacher thought processes have ranged from the process-product to classroom ethnography. Studies of teacher thinking and knowledge in relation to literacy practices have been designed to document the relationship between teacher belief systems and instructional behaviors or decisions relating to student literacy. The range of findings in such studies suggests a complex interplay of teacher beliefs and behaviors. S. G. Madison uses the metaphor of a spectrum to describe the range of teacher beliefs about literacy, their knowledge, and planning and decision-making processes. Examining more complex systems of teacher beliefs and the nature of literacy teacher behavior is possible under the theory of chaos, the study of nonlinear dynamic systems. The object of research becomes description and understanding of complex educational systems such as those which represent teacher thought processes and beliefs as they operate within the literacy classroom.

stigma, books such as "Sula," "Beloved," "Coffee Makes You Black," and "Waiting To Exhale" are passed off to friends and family members in clandestine ways, tucked in paper bags or slipped into coat pockets. (TB)

ED 386 730 CS 215 028

Cullum, Linda, Comp.; And Others
Twenty Years of Tannen: An Extensive Bibliography of the Writings of Deborah F. Tannen, 1976-1995.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Authors; *Communication (Thought Transfer); Cultural Differences; Discourse Analysis; Ethnicity; Females; *Language Role; Males; *Scholarship; Sociolinguistics
IDENTIFIERS- Conversation; *Gender Issues; *Tannen (Deborah L)

This unannotated bibliography features 99 listings of books and articles on, among other topics, language, linguistics, conversation, and gender, all written by the influential sociolinguist, Deborah Tannen. It also offers 10 listings of works co-authored or co-edited by Tannen. Although the bibliography focuses on written works published in English, some of the citations refer to videotapes and audiotapes, as well as to translated materials. (TB)

ED 386 731 CS 215 029

Allington, Richard; And Others
Patterns of Implementation of Literature-Based Curriculum. Report Series 1.14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Classroom Research; Curriculum Development; *Educational Change; *Educational Trends; Elementary Education; Literature Appreciation; *Reading Instruction; *Teacher Role; Writing (Composition)
IDENTIFIERS- *Curriculum Implementation; School Culture

Although children's literature has emerged as a popular vehicle for fostering literacy development in elementary schools, few schools have a well-developed literature curriculum or have developed an articulated curriculum that differentiates between reading skills and literary understanding. To answer whether literature-based instruction means different things to different teachers, a study explored literature-based instruction in six schools that enrolled significant numbers of low-income students. District administrators were interviewed, as were 26 teachers. Twenty-eight other teachers agreed to both classroom-based interviews and classroom observation across the school year. Perhaps the most surprising finding was the lack of any substantial differences in the time allocated for reading and language arts instruction in schools with differing curriculum plans. Writing was not linked to reading, and students seemed to spend relatively little time composing. Although trade books were available, the range of complexity and genre was fairly restricted; most classrooms did not have an individual library. The most striking finding was the extent student writings, and increased confidence in the editing and revising of student work. (Contains 31 references and 14 tables of data. Appendixes present a 63-item bibliography and numerous survey instruments.) (Author/RS)

ED 386 749 CS 215 056

Billingsley, Dena
Improving Students' Ability To Self-Assess Writing.
PUB DATE- 2 May 95
NOTE- 46p.; M.A. Action Research Final Report, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Grade 2; Instructional Effectiveness; *Portfolio Assessment; Primary Education; *Self Evaluation (Individuals); Student Surveys; Writing Attitudes; *Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- Illinois (Arlington Heights); *Process Approach (Writing)

A study investigated the effectiveness of a program for increasing students' abilities to self-assess writing. The targeted population consisted of a class of second-grade students in an upwardly mobile community located in the suburban Chicago area of Arlington Heights, Illinois. The inability to self-assess writing was documented through teacher observation, student interviews given by the teacher, and collegial surveys. Analysis of probable cause data revealed a lack of student understanding of the writing process and a lack of class time given to the teaching and practicing of self-assessment skills. Teacher surveys revealed that the primary method of assessment was teacher based. A review of solution strategies suggested by knowledgeable others and a review of the literature, combined with an analysis of the problem setting, resulted in the selection of instructional strategies in the form of a combination of portfolio assessment and process writing instruction using a writer's workshop. Teacher observations, student surveys, and student interviews indicated that students made progress in their writing and in their ability to self-assess their own progress in writing. (Contains 20 references. Appendixes present survey instruments, interview questions, and forms used during writing conferences.) (Author/RS)

ED 386 750 CS 215 057

Edwards, Lynn; And Others
Improving Student Writing Skills and Attitude through the Increase of Writing Experiences.
PUB DATE- Apr 95
NOTE- 110p.; M.A. Research Project, Saint Xavier University. There are two figure 9's and two figure 10's listed in this document.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; Grade 2; Grade 3; Grade 4; *Portfolio Assessment; *Student Attitudes; *Student Journals; Student Motivation; *Writing Attitudes; *Writing Improvement; Writing Research; *Writing Skills

lines, two research questions were posed: first, to what extent are nonverbal immediacy, responsiveness, and verbal receptivity collinear predictors of learning? and second, are nonverbal immediacy, responsiveness, and verbal receptivity components of a single construct? Subjects were 531 undergraduates in basic communication courses at a large Eastern university. All hypotheses were shown to be true, thus, providing additional support for previous research findings. Findings further showed that, in answer to research question 1, the degree of collinearity among the three factors was substantial; and that, in answer to research question 2, nonverbal immediacy, responsiveness, and verbal receptivity were highly intercorrelated. (Contains 5 tables of data and 36 references.) (TB)

ED 386 768 CS 509 032

Vartabedian, Robert A.; Burger, Jerry M.
Self-Disclosure and Decreased Persuasiveness of Political Speakers.
PUB DATE- Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Communication Research; Higher Education; Interpersonal Communication; *Persuasive Discourse; *Political Candidates; *Self Disclosure (Individuals); Undergraduate Students
IDENTIFIERS- *Political Communication; Politicians

Previous laboratory research has found that self-disclosure by a speaker identified as a political officeholder results in a decrease in persuasiveness, whereas similar disclosure by nonofficials increases persuasiveness. Two experiments were conducted to examine this effect further. In experiment 1, subjects were 75 male and 77 female undergraduates in an introductory psychology course who received credit for participation in the study. Subjects read a speech and completed a questionnaire concerning the persuasiveness of the speech. Results indicated that the decreased persuasion effect was found for speakers identified as either a male or female officeholder. In experiment 2, a control condition was added in which subjects heard about the disclosed information without actual exposure to the disclosure. Subjects in this condition, 47 male and 72 female undergraduate students, found the officeholder more persuasive than did subjects exposed to the self-disclosure. Thus, the act of disclosing itself, rather than the information obtained from the disclosure, appears to be responsible for the effect. (Contains nine references and two tables of data.) (RS)

ED 386 769 CS 509 033

Cronn-Mills, Daniel
Streamlining the In-Class Debate Tournament.
PUB DATE- Apr 95
NOTE- 5p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 95
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- *Block Grants; Categorical Aid; *Educational Finance; Elementary Secondary Education; Enrollment; *Federal Aid; *Federal Programs; Federal State Relationship; Financial Support; *Resource Allocation; *State Federal Aid

Most federal programs supporting elementary and secondary education are state-administered; the federal government allocates funds to the states, which then suballocate the funds to local educational agencies (LEAs) and other agencies. This report presents information on the states' use of funds from the federal fiscal-year 1992 appropriations. Data were collected from 29 grant programs, including programs for disadvantaged children (Chapter 1), children with disabilities (Individuals with Disabilities Act), educational improvement (Chapter 2), drug-free schools and communities, math and science education (Eisenhower grants), vocational education, adult education, immigrant education, foreign-languages assistance, education for homeless children and youth, and library services and construction. For each program covered in this report, information is provided on the number of subgrantees, the type of agencies receiving suballocations, and the size of the suballocation. For those programs where LEAs receive more than 90 percent of the funds, the report also examines the distribution of LEA funds in relation to district poverty, urbanicity, and enrollment size. Findings indicate that: (1) nationally, the vast number of funds were suballocated to local education agencies (LEAs); (2) almost one-half of the suballocations reported by the states across all programs were very small in size; (3) for most programs, funds appeared to be targeted more heavily to urban LEAs; (4) the patterns of suballocation to LEAs by LEA-enrollment size largely reflected funding patterns by urbanicity; and (5) during 1990-92, the distribution of funds among high-poverty and low-poverty LEAs was relatively stable. A total of 207 tables are included. Appendices contain a glossary and a summary of suballocations across all programs by state. (LMI)

ED 386 789 EA 026 992

Berger, Stuart
Inclusion: A Legal Mandate, an Educational Dream.
PUB DATE- Aug 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Boards of Education; *Compliance (Legal); Disabilities; Educational Policy; Educational Quality; Elementary Secondary Education; Equal Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; *Special Needs Students

The courts are clear in their preference for inclusion, the legal and educational mandate to educate handicapped students in the least restrictive environment. However, the implementation of inclusion programs is often unclear. In this publication, the

PUB DATE- 95
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Change Strategies; *Educational Change; Elementary Secondary Education; Institutional Mission; Interprofessional Relationship; *Leadership; Leadership Qualities; *Organizational Change; Participative Decision Making; Power Structure; School Restructuring

This book provides practical information about the complexity of school change, with an emphasis on the role of time and its impact, along with other variables, on the change process. The other interacting variables in school change include vision, history, leadership and power, the use of support and pressure, capacity building, consensual contracts, and time. Episodes that describe the nature of current efforts and needs for school reform are presented in chapter 1. The book describes the visions and voices that must be considered (chapter 2); the history and setting that can become important connections (chapter 3); the giving and using of power by different sources of leadership, especially the teacher-leader (chapter 4); the ways in which leaders use pressure and support to initiate change (chapter 5); the ways in which new capacity can be constructed and its dependence on each individual's reflections in action (chapter 6); and the importance of consensual contracts for curriculum and assessment, which are needed for reculturalization and the maintenance of change (chapter 7). Chapter 8 illustrates how time in its three perspectives--as a resource, in its passage, and in the sense of timeliness--is also a variable of critical importance. An index, 4 figures, and 1 table are included. (Contains 127 references.) (LMI)

ED 386 808   EA 027 019

Regan, Helen B.; Brooks, Gwen H.
Out of Women's Experience: Creating Relational Leadership.
PUB DATE- 95
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Educational Administration; Elementary Secondary Education; Females; *Feminism; Interprofessional Relationship; Leadership; Leadership Qualities; *Leadership Styles; Models; *Women Administrators

This book describes a model of leadership drawn from the experience of women educational leaders. It examines the qualities that women bring to leadership roles and shows how these can be used to improve the practice and teaching of educational leadership for men and women. Using 11 case studies, the book describes how women conceptualize leadership and practice it in their roles as educational leaders. The double helix is used as a metaphor to identify and explore the essence of leadership grounded in women's experience and to develop the concept of "relational leadership." The new model integrates both traditional and relational leadership practices to create a more comprehensive, responsive repertory of skills for all leaders. Following the foreword and preface, chapter 1 leadership and SBDM, and district-level or school-level change interrupted whatever improvement had occurred. Finally, when SBDM is not implemented as teachers understand it, faculty retention and student learning are at risk. Five tables are included. (Contains 18 references.) (LMI)

ED 386 827 EA 027 041

Peterson, Kent D.; And Others
Principals' Skills and Knowledge for Shared Decision Making.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; *Decentralization; Educational Change; Elementary Secondary Education; Governance; *Institutional Mission; Interprofessional Relationship; *Participative Decision Making; *Principals; *School Based Management; Teamwork

Many schools across the United States are attempting to implement some form of decentralization and shared decision making. This paper identifies some of the challenges associated with implementing school-based decision making and describes ways in which some schools and their principals have dealt effectively with them. Three particular challenges face principals when implementing school-based decision making: (1) developing a clear, shared educational vision; (2) developing effective decision-making and governance processes; and (3) building well functioning teams. Findings of a study of site-based, shared decision making in 24 schools--the School Restructuring Study (SRS)--elaborates on these three problems. Suggestions for improving the implementation of shared decision making, based on SRS findings, include: increase staff/administrator interaction and dialogue; appoint key members who keep the focus on the school's mission; and participate in systematic training programs. (Contains 10 references.) (LMI)

ED 386 828 EA 027 042

Gamoran, Adam; Weinstein, Matthew
Differentiation and Opportunity in Restructured Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Aug 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; Case Studies; Educational Quality; Elementary Secondary Education; Equal Education; *Grouping (Instructional Purposes); *Instructional Effectiveness; *Student Placement; *Track System (Education)

Research on stratification in schools shows that the differentiated structure of schools is associated with increasing inequality of educational outcomes. Some writers have therefore advocated "detracking"--the elimination of stratification within schools. Other writers have suggested that differentiation within schools is possible without the harmful effects of tracking. This paper examines 24 highly restructured schools, using qualitative and quantitative data collected at the Center on Organization and Restructuring of Schools at the University of Wisconsin-Madison. The data show,

ED 386 846 EC 304 235

Balch, Mary Frances
The Gifted Child: Personality Traits, Learning Styles, and Useful
Teaching Strategies.
PUB DATE- Nov 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ability Identification; Academic Ability; *Cognitive Style; Creativity; *Educational Methods; Elementary Education; *Gifted; *Student Characteristics; Talent; Teaching Models

The education of children who are gifted is examined with respect to their unique traits as a group, their learning styles, and the best methods for instruction. The focus is elementary level academic instruction and strategies that can be used by regular classroom teachers to challenge students who are gifted. Consideration is given to: definitions of giftedness; the importance of early identification of the child who is gifted; behavior patterns in children who are gifted; and 12 traits that might accompany giftedness in personal skills, interpersonal skills, and information processing skills. Educational approaches are discussed, including acceleration, special schools, pull-out programs, and clustering. Common learning style preferences of students who are gifted are discussed, along with a number of thinking and learning models, including Bloom's classification of thinking skills, a mastery learning model, and a critical/creative thinking model. (Contains 15 references.) (SW)

ED 386 847 EC 304 236

Dyson, Alan; Skidmore, David
Provision for Pupils with Specific Learning Difficulties in
Secondary Schools. A Report to SOED.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.
PUB DATE- Sep 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *Comparative Education; Consultation Programs; Disability Identification; *Educational Practices; Foreign Countries; Individualized Education Programs; *Learning Disabilities; Mainstreaming; Remedial Instruction; Secondary Education; Student Evaluation; Team Teaching
IDENTIFIERS- *Scotland

Provisions for children with specific learning difficulties were studied in 27 secondary schools in 5 regions of Scotland. Specific learning difficulties were seen as functional weaknesses in students who might otherwise be intellectually able. Questionnaires were completed by the schools to determine: number of students with specific learning difficulties in the school, the school's conceptualizations and provisions for students with specific learning difficulties, and the relationship of this provision to the school's well-established "whole-school approach" to special needs. Six of the schools were studied more intensively through interviews with key personnel. Additionally, comparisons were made between Scottish school and English school approaches. The following

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Instructional Design; Instructional Materials; *Reader Text Relationship; *Reading Difficulties; *Reading Instruction; *Reading Materials; Special Needs Students; *Text Structure

Research-based instructional priorities for text organization and curriculum design are reviewed, with special attention to the needs of diverse learners. Research indicates that the physical presentation of text and text structure help students learn information in textbooks and reading materials. Students can apply their awareness of well-presented text and text structure to reading and writing tasks. Since diverse learners have difficulties identifying main ideas and their interrelations, they may require explicit instruction to increase their sensitivity to important textual information and text organizational patterns. Diverse learners have difficulty integrating and organizing what they read and require well-designed instruction. Examples of instructional approaches are provided that support the following instructional design principles: conspicuous strategies, strategic integration, mediated scaffolding, primed background knowledge, and judicious review. These principles can be applied to explicit instruction in which teachers identify important concepts and skills and can provide guided and independent practice in text materials. These steps enable diverse learners to experience success in their performance on mainstream curricular materials, which are predominantly textbooks. (Contains 14 references.) (SW)

ED 386 866 EC 304 255

Gunn, Barbara K.; And Others
Emergent Literacy: Synthesis of the Research. Technical Report No. 19.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 Feb 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; Cultural Differences; Cultural Influences; Disabilities; Early Experience; *High Risk Students; *Language Acquisition; Language Impairments; *Literacy; Literacy Education; Phonology; *Prereading Experience; Preschool Education; Primary Education; Printed Materials; Reading Research; Special Needs Students; Text Structure
IDENTIFIERS- *Emergent Literacy

Research on the relationship between early childhood literacy experiences and subsequent reading acquisition is reviewed, with a focus on awareness and knowledge of print. Research studies included children, preschool age to age 7, who were identified as normally achieving, at risk, and linguistically diverse. One of the studies involved children with cognitive, physical, emotional, behavioral, learning, and developmental disabilities. Definitions of emergent literacy are presented, and common approaches for studying literacy development are identified. The following topics from the research literature

ED 386 883 EC 304 273

McManus, Marilyn, Ed.
Support for Family Members of Children with Mental, Emotional, and Behavioral Disabilities.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Child Rearing; *Emotional Disturbances; Family Life; Family Relationship; *Fathers; *Grandparents; Human Services; Information Sources; Parent Attitudes; Parent Child Relationship; *Siblings; Social Services; *Social Support Groups

This thematic newsletter issue describes programs supporting family members of children with mental, emotional, and behavioral disabilities, as well as the perspectives of family members regarding daily life with these children. The importance of fathers' involvement with a child with special needs and support systems and services that are geared to the father's role and needs are considered. Strategies for involving fathers, stepfathers, grandfathers, uncles, and other significant males in the child's life are discussed. Resources for fathers, including a fathers' network, five publications, and two videos, are identified. Grandparenting roles and the unique relationship of a grandparent with his special needs grandchild are also considered, and a program is described which provides a variety of resources for grandparents, including workshops and support groups, telephone support, and a newsletter. Additionally, programs, services, and considerations regarding siblings of children with special needs are addressed. It is noted that sisters and brothers of a child with special needs can benefit from meeting in a recreational setting with others who have similar experiences. Two organizational resources for siblings, seven books, and newsletters are identified. Personal accounts from five family members are presented. (SW)

ED 386 884 EC 304 274

Ney, Tara, Ed.
True and False Allegations of Child Sexual Abuse: Assessment and Case Management.
PUB DATE- 95
NOTE- 371p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Behavior; Child Custody; *Clinical Diagnosis; Disabilities; Divorce; Ethics; Family Problems; Incest; *Legal Responsibility; Medical Evaluation; Psychotherapy; Questioning Techniques; *Sexual Abuse; Toddlers
IDENTIFIERS- *Case Management; *False Allegations

This book addresses the clinical, legal, and ethical issues arising in child sexual abuse cases; the assessment and case management of allegations; research issues; and practice recommendations. Chapter titles are as follows: "Assessing Allegations in Child Sexual Abuse: An Overview" (Tara Ney); "The Nature of Allegations of Child Sexual Abuse" (John C. Yuille et al.); "Assessing Young Children's Sexual Behaviors in the Context of Child Sexual Abuse Evaluations" (Toni Cavanagh

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Curriculum Development; *Disabilities; Early Childhood Education; Educational Media; *Educational Technology; Instructional Effectiveness; *Integrated Curriculum; Interactive Video; Media Selection; Technological Advancement; *Television Viewing; Videodisks

Three major types of technology being used as part of the curriculum in preschools serving children with varied abilities and needs are discussed, namely television, videos/interactive videodisc, and computers/software. The discussion covers how the technology is used, its impact on developmental domains, and suggestions for improved development and use of technology with very young children. First, technology and assistive technology are defined. Early concerns regarding the use of technology with young children are addressed, such as the quantity of television watched and the value of computers. Current research findings regarding the developmental impact of television, video technology, and computers and software are summarized. Effects of the use of instructional computer technology on written language, mathematics, and social/emotional development are specified. Factors affecting successful technology integration into the curriculum are specified. Assistive adaptations of technology for young children with disabilities are also considered for television, video, and computers. Finally, a set of recommendations addresses: technology transfer, technology integration, appropriate choices, needed areas of development, adult mediation and scaffolding, and continuing education and support for parents and teachers. Specific resources in assistive technology, emergent literacy, software, sources of books on computers, sources of independent software reviews, a software list, and a courseware definition form are attached. (Contains 100 references.) (DB)

ED 386 902 EC 304 296

Renewing Our Commitment to the Education of Gifted and Talented Students: An Essential Component of Educational Reform. Recommendations for Gifted and Talented Education in Maryland.
PUB DATE- 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Community Resources; Delivery Systems; *Educational Change; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Financial Support; *Gifted; Higher Education; Instructional Improvement; Needs Assessment; Parent Participation; Parent School Relationship; School Districts; State Aid; *State Programs; State Standards; Student Educational Objectives; Student Needs; *Talent; Teacher Education; Technical Assistance; Technological Advancement
IDENTIFIERS- *Maryland

Recommendations of the Maryland Task Force on Gifted and Talented Education concerning the current status and future needs of gifted and talented education are presented. Recommendations are offered concerning the following issues: appropriate recognition of giftedness and services for all gifted and talented students, world-class curricular standards, system-

for Knowing More about It).
PUB DATE- Dec 93
NOTE- 43p.
LANGUAGE- Italian
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; English (Second Language); Foreign Countries; Italian; *Language Skills; Second Language Instruction; Second Language Learning

This guide is designed for individuals who want to deepen their knowledge of computer assisted language learning (CALL) but do not know where to look. The guide is divided into five sections. The first section gives the names, addresses, and a brief description of public and private organizations that are concerned with research in CALL. The organizations selected are those that appear to be most relevant for teachers in Italy, Great Britain, France, Germany, and the United States. The second section contains a list of the most important bibliographies on CALL, and the third section includes the titles of catalogues that identify suppliers of software and guides to software programs. The fourth section lists both periodicals that deal exclusively with CALL and those not specialized in CALL but that dedicate sections to CALL. The fifth and final section is a bibliography of works about CALL with special attention to Italian and German references. While references in English are included, individuals are advised to consult the other numerous bibliographies of works in English. (CFM)

ED 386 922 FL 023 078

Andra-Miller, Jean
Integrating "Writing To Learn" and Foreign Language Proficiency Concepts.
PUB DATE- 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Pacific Northwest Council on Foreign Languages (1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Strategies; Free Writing; French; *French Literature; Higher Education; Language Proficiency; *Literature Appreciation; Media Selection; Second Language Instruction; *Second Languages; *Student Journals; *Writing Instruction
IDENTIFIERS- *ACTFL Proficiency Guidelines

This report describes an approach to third-year college-level French literature instruction that used a more informal approach to student writing than that traditionally used in such a course. The approach evolved from a comparison of students' formal writing skills with the skills defined in the American Council on the Teaching of Foreign Languages' (ACTFL) proficiency guidelines, and discovery of discrepancies between the two. The teacher began with classroom exercises to build peer relationships and share student attitudes and concerns about foreign language literature study. Subsequently, the class read short stories, poems, and one-act plays, and each term read one longer classical work. In class, students

A California program to train childhood educators so they can, in turn, attract, train, and motivate limited-English-proficient (LEP) individuals for child care occupations is evaluated based on three participant case studies. In in-depth interviews, three of the 30 program participants discussed what they had learned during training, the variables with greatest impact on ability to implement program training locally, successful and unsuccessful training elements, the forms of training they anticipated implementing locally, program experiences most useful in local problem-solving, and whether they would recommend the program to others. Findings are summarized here. Three major recommendations for future trainer training programs are made: incorporation of a cultural diversity component; inclusion of institutional administrators early in the training of their staff for innovation; and ensuring that participant needs and institutional readiness for training, especially when concerned with innovation and change, are compatible with project objectives. (MSE)

ED 386 941 FL 023 256

Larson, Jerry W., Ed.
Planning and Using Language Learning Centers. Applications of Technology, Volume 1, Summer 1986.
PUB DATE- 86
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Cultural Awareness; Distance Education; Electronic Classrooms; Instructional Materials; *Language Laboratories; Listening Skills; Material Development; Oral Language; Programmed Instruction; Second Language Instruction; Testing
IDENTIFIERS- *CALICO

This collection of articles offers advice on concerns and decisions in planning or remodeling a language learning center, incorporation of satellite reception in the language lab, coping with different television standards and technologies in the language lab, testing language skills, and the role of computer-assisted instruction (CAI) in language training. Articles included are: "Effective Use of New Technology in Language Learning Centers" (Junetta Gillespie); "Satellite Communications and Foreign Language Learning" (Victor H. Aulestia); "Dealing with Television Standards Conversion and Copyright" (Cordell E. Jeppsen); "Computer-Assisted Language Instruction and the Language Laboratory" (Dana Paramskas); "Issues, Concerns, and Decisions in Planning a Language Learning Lab" (Read G. Gilgen); "A Role for the Language Laboratory" (Leslie F. Bailey); "Developing the Listening Skill: Recommendations for Materials Design" (Carolyn H. Parks); "Developing Effective Speaking Materials for Today's Language Labs" (Roger A. Sanchez-Berroa); "Bringing Culture into the Foreign Language Curriculum via the Language Lab" (James S. Taylor); "Testing in the Language Laboratory" (Jerry W. Larson); "Involving the Faculty Member in the Language Laboratory" (Jacquelyn Tanner); and "Nonbehavioristic Learning Theory and the Language Laboratory" (Bruce L. Brown). Appendixes include sources of computer software vendors, foreign language audio and video materials, and copyright laws and restrictions. (NAV)

ED 386 942 FL 023 257

and the Comprehensive Adult Student Assessment System (CASAS) ESL Appraisal. These instruments are easy to use, and their reliability has been tested but they may not measure what has been taught in the classroom, and they may have little applicability to specific workplace tasks. Other issues surrounding evaluation of workplace ESL instruction are these: unrealistic stakeholder expectations; the need for additional, cross-cultural training in techniques for success in the American workplace; and inadequate funding. Contains 12 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 962 FL 801 078

Burt, Miriam; Keenan, Fran
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *English (Second Language); Evaluation Criteria; Evaluation Methods; Language Skills; *Language Tests; *Literacy Education; Portfolios (Background Materials); Program Evaluation; Second Language Instruction; *Student Evaluation; *Testing
IDENTIFIERS- ERIC Digests

Learner assessment is conducted in adult basic education and adult English-as-a-Second-Language (ESL) educational programs for many reasons: to place learners at appropriate instructional levels; to measure ongoing progress; to qualify students for enrollment in academic or job training programs; to verify program effectiveness; and to demonstrate learner gains for continued program funding. Because of these multiple objectives, learner assessment involves a variety of instruments and procedures. In adult basic education, commercially available instruments predominate as assessment tools because they have construct validity and scoring reliability, are easy to administer to groups, require minimal teacher training, and are often stipulated by funding sources. Their use is problematic because they may not adequately assess individual learner strengths and weaknesses, especially at the lowest literacy skill levels. They also do not necessarily measure what has been learned in class or address learner goals. Alternative assessments (also known as classroom-based, authentic, or congruent assessment) such as surveys, interviews, checklists, observation measures, teacher-developed tests, learner self-assessment, portfolios and other performance samples, and performance-based tests, provide additional assessment flexibility. Other quantifiable indicators of learner progress include learner retention, learner promotion to more advanced instructional levels or jobs, and attainment of specific program goals. Less quantifiable learner outcomes include heightened self-esteem and increased participation in community, school, and church events. Contains 14 references and 4 resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 963 FL 801 079

The Complete Guide to Immigration and Successful Living in the forecasted mean salaries by rank and discipline are offset by having comparative values 3 to 4 months sooner. Applying the annual increase in salaries across disciplines from the AAUP survey to prior year known salary factors by discipline from a data exchange will, on average, produce comparison figures within 2.0 percent of the true value. Appended is one table which summarizes the results of the study. (Contains 14 references.) (SW)

ED 386 980 HE 028 561

Chatman, Steven P.
Comparable Standards for Credit Hour Production. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Credits; College Faculty; Departments; *Evaluation Criteria; Evaluation Methods; Faculty Workload; Full Time Equivalency; Graduate Study; Higher Education; *Institutional Research; Models; *Research Universities; Resource Allocation; Standards; *State Universities; *Teacher Student Ratio; *Teaching Load; Undergraduate Study; Validity
IDENTIFIERS- *AIR Forum; Benchmarking; Funding Formulas

This study uses iterative solution techniques to determine empirically optimal standards for student to faculty ratios by discipline and student level for a group of 11 public, research universities, all of whom were members of the Association of American Universities. One set of benchmark standards was based on four-variable solutions within disciplines where the four levels were lower division, upper division, master's and professional, and doctoral. A second set of benchmark standards was based on six-variable solutions that separately identified individual instruction and dissertation hours. These benchmarks were derived through a statistical process that found the set of standards that best described the relationship between student credit hours and instructional full-time equivalency personnel (IFTE) within discipline for the 11 institutions. Benchmark instructional personnel costs were computed by linking predicted IFTE and the known distribution of IFTE among these institutions with benchmark salary information. Both of the benchmarks were more accurate than state formula funding standards and both models were reasonably accurate. Possible applications of the benchmarks in considerations regarding hiring and resource allocation are noted. Two tables which present the data are appended. (SW)

ED 386 981 HE 028 562

Gravely, Archer R.; Cochran, Thomas R.
The Use of Perceptual Data To Assess Intercollegiate Athletics. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Developpement des Ressources humaines du Nouveau-Brunswick.
PUB DATE- Jun 95
NOTE- 111p.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- lities and roles of consumers, and training providers in gathering information abou,Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Adult Education; *Continuing Education; *Employee Attitudes; *Evaluation Methods; Foreign Countries; *Labor Force Development; *Program Evaluation; Program Improvement; Public Agencies; Questionnaires; Statewide Planning
IDENTIFIERS- *New Brunswick

The evaluative mechanisms in the Department of Advanced Education and Labour and Department of Human Resources Development in the Canadian province of New Brunswick were reviewed. Data were gathered from the following: meetings with key staff in each department, briefing session for all key informants, 19 personal interviews, brief review of the literature on evaluation and evaluation elements, review/analysis of selected documentation (including evaluation frameworks and completed studies), and follow-up discussions with a representative sample of 10 key respondents. It was discovered that comprehensive evaluation of programs and services is not routine but is being planned/conducted in a limited number of labor force development programs/services. Departmental staff recognized the need for a built-in, comprehensive evaluation process and were open to development of an evaluation culture. Obstacles to widespread practice of evaluation were identified. Appended are the following: lists of programs, services, and agreements included in the review; interview schedule; list of interview dates; newsletter of the Canadian Evaluation Society; and 30 staff suggestions for building a culture of evaluation. The French version is included. (MN)

ED 386 535 CE 069 696

Families Read Together.
SPONS. AGENCY- Wild Rose Foundation (Alberta).
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Family Involvement; Family Life; Foreign Countries; *Literacy Education; *Parent Child Relationship; *Parent Education; *Reading Instruction; *Writing Instruction
IDENTIFIERS- Alberta; *Family Literacy

This packet contains 12 family literacy activities to encourage parents in adult literacy classes in Alberta, Canada to help their children learn to read and write. Each one-page activity provides tips for conducting the activity and information for parents. The following activities are included: (1) read aloud; (2) encourage family activities; (3) add new experiences; (4) develop confidence; (5) talk together; (6) open doors to writing; (7) go to the library together; (8) enjoy home town events; (9) tell your child stories; (10) help your child with homework; (11) explore new adventures; and (12) restrict the use of television. Activities are illustrated with line

Employment Potential; Instructional Materials; Job Skills; Learning Activities; *Reading Skills; Secondary Education; *Study Skills; Teaching Guides; Vocational Education; *Writing Skills

Written for student use in a variety of classrooms, this document covers these skill areas: communicating with others, reading skills, writing skills, and study skills. The material addresses specific skill areas, but is flexible enough to meet student needs in both vocational and academic classes. Each unit, which covers one skill area, begins with an introductory page that includes an introduction, objectives, springboard questions to help students think about the material before working with it, and vocabulary words from the unit. Readings give some brief information that explains or defines the communication skill presented in the unit. Student activities that follow each reading provide a learning activity to practice using information or skills presented in the text reading. The conclusion at the end of each unit summarizes the information presented. At the conclusion of each unit are two sample vocabulary activities. A brief teachers' guide is provided at the end of the document. It describes organization of the material, provides information about specific units, and discusses use of the material in a job skills class. (YLB)

ED 386 554 CE 069 776

Communication Skills II: Learning from the Media. Using the Telephone. Making a Speech. Conducting a Meeting.
PUB DATE- 95
NOTE- 108p.; For "Communication Skills I," see CE 069 775.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Communication Skills; Instructional Materials; Leadership; Learning Activities; *Mass Media; Mass Media Effects; *Mass Media Role; *Meetings; Secondary Education; *Speech Instruction; Speech Skills; Teaching Guides; Telephone Communications Systems; *Telephone Usage Instruction; Vocational Education

Written for student use in a variety of types of classrooms, this document covers these skill areas: learning from the media, using the telephone, making a speech, and conducting a meeting. The material addresses specific skill areas, but is flexible enough to meet student needs in both vocational and academic classes. Each unit, which covers one skill area, begins with an introductory page that includes an introduction, objectives, springboard questions to help students think about the material before working with it, and vocabulary words from the unit. Readings give some brief information that explains or defines the communication skill presented in the unit. Student activities that follow each reading provide a learning activity to practice using information or skills presented in the text reading. The conclusion at the end of each unit summarizes the information presented. At the conclusion of each unit are two sample vocabulary activities. A brief teachers' guide is provided at the end of the document. It describes organization of the material, provides information about specific units, and discusses use of the material in a job skills class. (YLB)

ED 386 555 CE 069 777

report provides results on the net impacts of each project on the following: business formation and survival rates; participants' employment and earnings from both self-employment and wage and salary employment; participants' duration of unemployment and receipt of UI benefits; and job creation. In the Washington and Massachusetts demonstrations, self-employment assistance promoted rapid reemployment of project participants, directly increased job creation, and significantly increased participants' total employment. One additional result is reported for the Massachusetts demonstration: self-employment assistance significantly increased total earnings of participants. The second part of the publication focuses on the recent national legislation authorizing self-employment assistance (SEA) programs. This section includes the text of the legislation itself, North American Free Trade Agreement Implementation Act SEA Programs, and a Department of Labor program letter providing guidance to the states in developing their SEA program. A listing of 80 papers in the UI Occasional Paper Series is appended. (YLB)

ED 386 572 CE 069 815

Benus, Jacob M.; And Others
Self-Employment Programs: A New Reemployment Strategy, Final Report on the UI Self-Employment Demonstration. Unemployment Insurance Occasional Paper 95-4.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 95
NOTE- 257p.; For related reports, see CE 069 813-814.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Cost Effectiveness; *Demonstration Programs; *Employment Programs; Entrepreneurship; Federal Legislation; Job Development; Job Training; Program Development; Program Effectiveness; Program Implementation; Salaries; *Self Employment; Small Businesses; State Programs; *Unemployment; Unemployment Insurance; Wages
IDENTIFIERS- Massachusetts; *North American Free Trade Agreement; Washington

The main parameters of state self-employment assistance (SEA) programs for unemployed workers were tested in two experimental demonstrations authorized by the North American Free Trade Agreement Implementation Act. The Washington State and Massachusetts Unemployment Insurance (UI) Self-Employment Demonstrations evaluated the ability of the employment security and economic development systems to work together and help UI recipients create their own jobs by starting businesses. The classical experimental design randomly assigned applicants to either a treatment or a control group. Design differences between the two demonstrations were a requirement in the Massachusetts authorizing legislation that eliminated those with a low predicted probability of exhausting UI benefits and eligibility of Washington participants to receive a lump-sum payment of remaining benefits. The demonstrations were initiated in six Washington and seven Massachusetts sites. Relatively few new UI claimants in both states chose to pursue self-employment when the opportunity arose. Findings from a follow-up survey approximately 31 months after assignment in Massachusetts and approximately 33 months in Washington, indicated that both demonstrations increased the likelihood of self-employment, increased the total time in employment, and reduced the length of unemployment. Both programs were cost

Technical High School participated in the 9-week program. The workshop classes at the Plain Dealer Headquarters provided students an opportunity to learn about the business side of the newspaper industry while allowing them to create and produce their own newspaper. Staff members from the Plain Dealer volunteered their services as workshop instructors and acted as facilitators for students to learn by "doing"--having hands-on experiences, interacting in large/small groups, providing peer assistance, and becoming involved in cooperative learning. Evaluation results indicated 100 percent of the students understood the presenters; 97 percent thought the handout materials were helpful, believed the workshop was a good learning experience, and would recommend that the program be continued; 94 percent learned something about cost accounting, editorial, production, and circulation; 84 percent enjoyed producing the newspaper; and 66 percent might seriously consider working in the newspaper industry. Recommendations were made to have two programs of different lengths and to make the program part of a credit course. (Appendixes include a description of the Plain Dealer Production and Distribution Center, evaluation results, and participant lists.) (YLB)

ED 386 591   CE 069 851

DelGesso, Daniel David
American Adult Education Doctoral Programs in Comparison to the Commission of Professors of Adult Education Standards for Graduate Programs in Adult Education.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; College Faculty; Comparative Analysis; Doctoral Degrees; *Doctoral Programs; Educational Research; Faculty Evaluation; Full Time Faculty; *Graduate Study; Higher Education; Part Time Faculty; Program Descriptions; Program Evaluation; *Standards
IDENTIFIERS- Commission of Professors of Adult Education; *Standards for Graduate Programs in Adult Education

Research was conducted to determine the current status of doctoral study in adult education programs in U.S. colleges and universities. Data were collected using a researcher-designed mail survey based on the Commission of Professors of Adult Education (CPAE) Standards for Graduate Programs in Adult Education. The survey sought information about program curriculum, organization, and faculty. Programs showed a pattern of conformity in requiring students to take courses covering 11 of 13 subject areas as recommended in the CPAE guidelines. A majority (72 percent) of adult education doctoral programs were primarily found in colleges of education; they constituted independent areas of study and were predominantly associated with departments of leadership administration or policy study. Approximately 75 percent of the full-time adult education faculty possessed doctorates in the field. In half of the programs, all faculty members held adult education doctorates. Adult education faculty members performed various leadership roles in their academic institutions and professional organizations. Recommendations included: a periodic review of the standards to maintain their timeliness relative to the mission of the CPAE; review of the role of the CPAE; and periodic reviews of curricula in adult education graduate programs. (The survey instrument is appended.)

survey of demographic information, a pre and post class survey, and observations. Research questions were: (1) Are seventh grade students more aware of their self-concept after completing the Adolescent Development class? (2) Do they understand their relationships and the effect that self-image has on them? (3) Does participating in a class designed to improve self-concept and awareness have an effect on their desire to explore possible future careers? and (4) Do the students have a better understanding of their individual learning styles that will impact on their academic progress? It was concluded that students who participated in the course increased their self-concept and self-awareness. (JBJ)

ED 386 610 CG 026 387

Lester, Juliette N.
An Invitation To Remember and To Celebrate: NOICC/SOICC Network at 18.
PUB DATE- 11 Aug 95
NOTE- 27p.; Paper presented at the Annual Meeting of the Occupational Information Coordinating Committee (18th, Tucson, AZ, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Counseling; Career Development; Career Education; Career Information Systems; *Career Planning; *Careers; Labor Force; *Labor Legislation; Labor Market; Speeches
IDENTIFIERS- *National Occupational Information Coordinating Com

As workforce development and school-to-work transition are moved onto the national agenda, so are public officials pressed to cut the federal deficit and budget. Consequently, the National Occupational Information Coordinating Committee (NOICC) and other federal education and labor programs have faced rescissions." Legislative proposals reauthorizing education and labor programs emphasized the importance of providing customers with occupational and labor market information and career development assistance, longtime central concerns of NOICC. That their importance has been recognized is a tribute to NOICC's success, but not necessarily to its survival. Current legislative proposals recognize the need for comprehensive labor market information, but they do not recognize the need for NOICCs or SOICCs. In this fiscal climate NOICC/SOICC must make the case for their survival. Some suggestions for making the case include a focus on end results of the NOICC/SOICC Network which include: a new career planning computer system; career development and information delivery system components; career development programs; training programs; and career information. Possible takeovers and mergers are discussed briefly. (JBJ)

ED 386 611 CG 026 391

Wiehe, James A.; Sabatino, Melissa G.
Reinforcing the No-Use Message, Is Anybody Listening? 1993-94 Drug-Free Schools Final Report.
PUB DATE- Sep 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 386 630 CG 026 438

Poland, Scott
Suicide Intervention in the Schools. The Guilford School Practitioners Series.
PUB DATE- 89
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Crisis Intervention; Legal Responsibility; Prevention; Public Health Legislation; Risk Management; *School Responsibility; Secondary Education; *Suicide
IDENTIFIERS- *Adolescent Suicide; Postvention; *Suicide Prevention

Suicide is the second leading cause of death for teenagers. The rate has increased by 300% since the 1950s. By establishing a comprehensive, well-organized crisis intervention program, schools can do a great deal to prevent teenage suicide, and to help the school community survive if a tragedy cannot be averted. This book provides professionals with practical, step-by-step guidelines for setting up and maintaining such a program, using numerous case examples as illustrations. Emphasizing the role of all school personnel in suicide intervention and prevention, this book is a resource for school psychologists, counselors, teachers, and administrators, as well as parents and anyone concerned with what can be done in schools to help thwart the growth of teenage suicide. Chapters include: (1) Introduction; (2) Incidence; (3) A Case Study; (4) Forces and Factors in Teen Suicide; (5) The School's Role in Prevention; (6) Liability and Legal Issues; (7) Legislation; (8) The School and Postvention; (9) Dealing with the Media; (10) Curriculum; (11) Questions and Answers; (12) Resources; and (13) Conclusions. Five appendices include: prevention tips, a suicide information test and answers, a risk assessment worksheet, and a verification of emergency conference form for parents. Contains 180 references. (JBJ)

ED 386 631 CG 026 439

Waging War on Violence.
PUB DATE- May 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Correctional Education; Ethnic Groups; Females; *Health; *Minority Groups; *Public Health; Substance Abuse; *Violence

Focusing on the theme of violence, this newsletter issue includes information about resources for violence information, a list of funding and grant agencies, conference information, and the following brief articles: (1) Waging War on Violence; (2) Minority Health Perspective (Clay Simpson); (3) Inmates Learn Alternatives to Violence; (4) National Guard Bureau Gives Kids a Second Chance; (5) Violence as a Global Health Issue Is Topic of NCIH (National Council for International Health) Conference; (6) Community Project Cleans Up the Streets; (7) HRSA (Health Resources and Services Administration) Attacks Violence from All Sides; (8) Organization of Concerned Black Men Reaches Out to Youths; (9) CSAP (Center for Substance Abuse) Supports

The Minnesota YouthBuild Program enables at-risk youth to gain useful job skills while working towards their high school diploma or GED. The program also provides affordable housing to battered women and children and very low income persons. The 226 youth participating in the program in 1994 were aged 16 to 24 and categorized as at-risk persons. The program's objectives are: (1) to increase education and basic skills of at-risk youth; (2) to increase the employability skills of at-risk youth; (3) to provide leadership opportunities for at-risk youth; and (4) to increase affordable housing in Minnesota. The outcomes of the program were positive. During 1994, 84 percent of all participants successfully completed the program and 60 percent found jobs. Sixty-five percent of participants completed their high school education or received their GED; of these, half went on to post secondary institutions. In the classroom, students averaged a 90 percent or better attendance rate. Other participant gains included increases in: (1) self-esteem; (2) leadership development; and (3) reductions in negative behaviors and attitudes. (SR)

ED 386 652 CG 026 474

Pettit, Nancy
Improving Behavior of Middle School Students through a Conflict Resolution Program for Sixth-Grade.
PUB DATE- 95
NOTE- 113p.; Ed.D. Practicum paper, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Conflict Resolution; Grade 6; Intermediate Grades; Middle Schools; Peer Counseling; Small Towns; *Student Behavior; *Teacher Role; Violence
IDENTIFIERS- *Middle School Students

The purpose of this practicum was to resolve conflict in a peaceful and constructive manner in the sixth-grade. Students participated in a conflict resolution and peer mediation program designed to enable friendships to grow and to reduce the number of violent acts within the school setting. Thirty students initially began in the program. During the mediation training period, four students withdrew from school, and after peer mediation graduation, one student was admitted to the program. At the end of the eight month implementation period 10 out of 15 mediation cases were resolved peacefully. All students participating in the program enjoyed being peer mediators, and many expresses a desire to be peer mediators the following year. Participants' parents or guardians and their teachers evaluated the program after 8 months. The majority expressed positive comments on the survey. Appendices provide mediator forms, parent and teacher surveys, parent participation guides, and various supplemental materials. Three tables provide the results of the parent and teacher surveys. (Author/SR)

ED 386 653 CG 026 475

Combes, Alice S.
Improving the Confidence of Pre-Adolescent Girls by Focusing on the Development of Positive Self-Esteem, Body Image, and Assertiveness Skills.
PUB DATE- 95
NOTE- 146p.; Ed.D. Practicum paper, Nova Southeastern University. Some pages contain broken type.

EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Athletics; *Child Health; Children; Dietetics; Drinking; Drug Use; Foreign Countries; *Health; Health Education; Interpersonal Competence; Interpersonal Relationship; Medical Care Fvaluation; Money Management; *Physical Health; Questionnaires
IDENTIFIERS- Health Related Behaviour Questionnaire; *United Kingdom

This report examines the results of the "Health Related Behaviour Questionnaire" given to 48,297 pupils between the ages of 11 and 16 in the United Kingdom. Survey services are tailored to suit a cooperative method of working between different agencies supporting health promotion at community level. Survey origin, development over time, use, results and models, questionnaire content, data collection, data consistency, 1994 sample, and databanks are discussed. Health behaviors examined fall into categories of: (1) Diet; (2) Doctor and Dentist; (3) Health and Safety; (4) Family, Home, and Neighborhood; (5) Drugs; (6) Money; (7) Sport; and (8) Social and Personal. Graphs, charts, observations, and commentary make the data accessible. The appendix reproduces version 16 of the questionnaire. (JBJ)

ED 386 674 CG 026 555

Young, Susan L.
Powerlessness Reinterpreted: Reframing Step One.
PUB DATE- Jan 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Alcohol Abuse; *Alcoholism; Coping; Counseling Techniques; *Counseling Theories; *Individual Power; Self Control; Self Determination
IDENTIFIERS- *12 Step Programs; *Alcoholics Anonymous; Self Empowerment; Spirituality

The 12 steps of the well-known mutual help group, Alcoholics Anonymous (AA), begin with Step One, admitting powerlessness. Although Step One has helped many problem drinkers and other addicts, its spiritual concepts have been criticized. The possibility of reconceptualizing powerlessness as empowering, not only within AA and its offshoot programs, but also in selected counseling models (Jungian Psychology, Kasl's Sixteen Steps to Empowerment, Transactional Analysis, Transpersonal theme, Robbins & Mortifee's model) is examined here. Major texts from AA were compared with selected psychological models of change. Implications for the field of counseling were: (1) AA, having helped many addicts, could provide important healing tools for our culture as it has been seen as an addictive system; and (2) reconciling AA's powerlessness with counseling's empowerment models can enrich the effectiveness of both. Appendices include AA's Twelve Steps to Recovery and Kasl's Sixteen Steps for Discovery and Empowerment. Contains 40 references. (JBJ)

ED 386 675 CG 026 556

Hill, Venola L.
Employing Effective Counseling Strategies for Redirecting Unacceptable School Behaviors among Urban Boys in the Third, Fourth, and Fifth Grade Classes.
PUB DATE- 94

IDENTIFIERS- *Educational Issues

Looking back at the debates about public schooling in the 1820s can be especially important today when Congress seeks to reinscribe the same definitions of schooling that the working class leaders tried to resist in the 19th century. On the platform for the New York Working Man's Party in 1829 was "equal education," a term that meant different things to different members of the party. While one faction believed that a shift in the distribution of power would come about through universal literacy, another believed that a radical restructuring of what constitutes schooling would be necessary to effect any change. The Working Man's party included several thinkers who critically examined education available to the rich and found it generally "useless"; worse, they found that it taught values that reinforced class distinctions. Unfortunately, the party's radical educational objectives--one of which called for a boarding school in which all class distinctions would be wiped away--were ultimately rejected; the party folded shortly after the electoral victory of 1829 partly because other political parties appropriated elements of its majority platform. Meanwhile, the aristocratic Whig party continued to further its objectives, which called for public education to further the nation's capacity to "build, transport, manufacture, mine, nagivate, and fortify." The early school system generally taught traditional values of submissiveness and acceptance of one's lot in life, respect for elders, commitment to work and activity, and rote memorization. In short, the curriculum did nothing to further critical literacy. (Contains 30 references.) (TB)

ED 386 694 CS 012 252

Vilscek, Elaine
Using Images of Literacy in Multicultural Children's Books To Engage Pupils in Community-Focused Language Arts Learning.
PUB DATE- 1 May 95
NOTE- 24p.; Paper presented at the Annual Meeting of the International Reading Association (40th, Anaheim, CA, April 30-May 5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; Class Activities; Cultural Background; Elementary Education; Intercultural Communication; *Language Arts; *Literacy; *Multicultural Education; Reading Material Selection; *School Community Relationship
IDENTIFIERS- Collaborative Learning; Literacy as a Social Process

Educators must continue to nurture those processes that involve social negotiation and stem from the home and community by engaging students who come from various racial/ethnic groups and their classmates in various collaborative learning structures. To be successful as facilitators of intercultural classroom discourse, it is important for teachers to learn about, accommodate, and draw upon the positive culturally-rooted literacy practices of the students. An examination of over 200 multicultural children's books indicated that about 50 of them contained identifiable literacy images. The books can be charted for themes (such as family; literacy as a valued priority; learning a second language; cultural connections among story purpose, story tellers, and culture; modeling positive literacy behavior; and the power of literacy) that

(Contains 48 references and 10 figures of data.) (RS)

ED 386 713 CS 012 272

Sensenbaugh, Roger
Reading Recovery. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cost Effectiveness; *Early Intervention; Grade 1; Primary Education; Program Descriptions; Program Effectiveness; *Remedial Reading; Teacher Education; *Teacher Role
IDENTIFIERS- ERIC Digests; *Reading Recovery Projects

Noting that Reading Recovery appears to be both effective and fairly non-controversial, this digest discusses aspects of the Reading Recovery program. Elements of the Reading Recovery program and a typical Reading Recovery lesson are described; issues of the importance of teacher education and teacher role in those lessons are addressed; the existing literature in the ERIC database regarding the effectiveness of Reading Recovery is reviewed; and the cost effectiveness of the program is discussed. Contains 10 references. (RS)

ED 386 714 CS 214 893

Seely, Amy E.
Portfolio Assessment. Professional's Guide.
PUB DATE- 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Education; *Portfolio Assessment; Professional Development; *Student Evaluation; *Teacher Role
IDENTIFIERS- *Alternative Assessment; *Authentic Assessment

This book discusses and highlights portfolios as an alternative assessment practice in the classroom. Chapters in the book address such topics as aspects of portfolios beyond a collection of student work; what to consider when evaluating portfolios; the different types and purposes of student portfolios; issues involving management and ownership of the portfolio; professional development portfolios; and integrating portfolio assessment throughout the curriculum. Throughout the chapters in the book are examples of ways to integrate portfolio assessment practices into the classroom. Sample forms are included to provide various useful possibilities for both teachers and students. The underlying focus of the book is to encourage discussion about ways in which portfolios can be successfully implemented as alternative assessment practices in classrooms. (NKA)

ED 386 715 CS 215 003

Wilson, Alan
A Deontological View of the Privacy Debate.
PUB DATE- 95
NOTE- 21p.; Paper initially written for a seminar on Media Ethics at Kent State University, Ohio.

and breadth of change occurring in elementary schools, the literature-based curriculum being only a part of the larger movement. However, the most significant constraints to change were largely situated outside the classroom--in federal, state, and school-district offices. (Contains 52 references.) (TB)

ED 386 732 CS 215 030

Paterno, Domenica R.
The True Lion King of Africa: The Epic History of Sundiata, King of Old Mali.
PUB DATE- 18 Nov 94
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *African Culture; African History; *African Literature; Animation; *Childrens Literature; Elementary Education; Epics; Film Criticism; *Interdisciplinary Approach; *Literature Appreciation; *Popular Culture
IDENTIFIERS- Cultural Sensitivity; *Lion King (The); Mali; Walt Disney Studios

David Wisniewski's 1992 picture book version of the African epic of "Sundiata, Lion King of Mali" and the actual historical account of the 13th century Lion King, Sundiata, are both badly served by Disney's "The Lion King." Disney has been praised for using African animals as story characters; for using the African landscape as a story setting; for using African artwork as design motifs; and for using African-American actors as the voices for the film characters. If the film succeeds in having African culture accepted by people usually resistant to recognizing any other culture but their own, then it deserves to be noted for this small breach in the racial divide. Nevertheless, in the larger sense, the film diminishes the culturally rich heritage of history and story from which it derives. Sundiata was the 12th son of a king of Mali, and he was viewed by the king's "griot" as destined for greatness. He grew to manhood in exile, but he returned to fight the evil forces of his brother and return the kingdom to its rightful sovereignty. The film converts the real hero's private pain and struggle against truly wrenching physical and political disabilities into a screen situation of sentimental, tearjerker shallowness. An interdisciplinary approach would allow English and social studies teachers to present the epic from a historical and literary perspective. Study of African history texts may be augmented with research in encyclopedias under such entries as Sundiata, Sumanguru, and Mali as beginning leads. (TB)

ED 386 733 CS 215 031

Cavanaugh, Lisa M.
Multicultural Education: A Checklist for Selecting Children's Literature in the Classroom.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom

IDENTIFIERS- Illinois (Chicago Suburbs)

A study investigated the effectiveness of a method for improving the writing skills and attitude through increased writing experiences. The targeted population consisted of second-, third-, and fourth-grade students in two adjacent, stable, middle-class suburban communities northwest of Chicago, Illinois. The lack of skills and motivation of students to express themselves and communicate in writing was documented by data revealing the quality and quantity of student writing as well as information gathered from surveys concerning student attitude. Analysis of the probable cause data revealed students exhibiting a reluctance to write were due to infrequent modeling by significant adults, past experiences, and overly structured leisure time. Colleagues supported the notion that there is a lack of adequate time for writing due to crowded daily schedules. They also believed the expectations generated by the Illinois Goal Assessment Program (IGAP) standards cause excessive emphasis on a formalized method of instruction and stifle the joy of writing. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major strategies of intervention: implementation of writers' workshop methods, emphasis on journal writing, and assessment of artifacts in portfolio collections. Post intervention data indicated that writing skills and attitudes were positively impacted. (Contains 29 references, and 1 table and 18 figures of data. Appendixes present numerous survey instruments, lesson plans, and writing prompts.) (Author/RS)

ED 386 751 CS 215 061

Gruner, Charles R.
Satire as a Reinforcer of Attitudes.
PUB DATE- 95
NOTE- 8p.; Revised version of a study first undertaken in 1972.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; *Persuasive Discourse; *Political Attitudes; *Political Candidates; Political Issues; Presidential Campaigns (United States); Questionnaires; *Reader Response; *Reader Text Relationship; *Satire; Student Surveys

Literati differ markedly on whether satire is persuasive. Accordingly, a study tested whether partisans of a political candidate would fail to perceive the thesis of satire ridiculing their candidate; further, it tested whether they would perceive the thesis of satire ridiculing an opposing candidate. Subjects, students at the University of Georgia, were questioned about their sex, class, and presidential preference in the McGovern-Nixon race. Based on their response to the latter question, they were given to read either a satirical piece on Nixon or a satirical piece on McGovern. They were then asked to choose from a list of statements, each summarizing what might be the writer's thesis. Finally, they were asked to rate the piece's "fairness" and "funniness." Results showed that Nixon partisans were significantly better able (or willing) to assess the thesis of the anti-McGovern column than they were the anti-Nixon column; the same rule held for McGovern partisans. Further, results showed that a piece's fairness or funniness was related only when rated by antagonists. In other words, enjoyment of satire ridiculing the opposing candidate was partly a function of its perceived fairness, but enjoyment of satire ridiculing the partisan's own candidate was independent of its perceived fairness. The study

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Debate; *Debate Format; Higher Education; Persuasive Discourse; Undergraduate Students
IDENTIFIERS- *Debate Tournaments

As an alternative to the traditional practice of the instructor serving as judge to individual two-to-four-person debates in front of the class, a communication instructor holds in-class debate tournaments in which all students are involved in one-on-one debates at the same time. Such a format avoids difficulties involved in two-person teams, can be used with a class consisting of even or odd numbers of students, and lasts 30-45 minutes rather than nearly 2 hours. Students serve as both debaters and judges, and are required to turn in completed ballots clearly indicating a reason for their decision. Debates follow NFA-LD (National Forensic Association) format in which either value or policy resolutions may be debated. Students are actively involved with debates and are provide with more than one opportunity to debate. However, the instructor may be stretched thin to answer questions, particularly in the first few rounds, and extra classrooms must be available to hold the rounds of debate. (RS)

ED 386 770 CS 509 034

Shaver, Lynda Dixon; Shaver, Paul M.
Implementing Experiential Learning in the Higher Education Intercultural Communication Class.
PUB DATE- Apr 95
NOTE- 38p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; Cultural Interrelationships; Culture Conflict; Discourse Analysis; *Experiential Learning; Higher Education; *Intercultural Communication; Models; *Organizational Communication
IDENTIFIERS- Hall (Edward T); Student Empowerment

This paper posits that students who are in intercultural communication classes on a university level benefit from models of experiential learning. Assuming the pedagogical theory that communication study that is passive, noninteractive learning is less successful and less satisfying than proactive, interactive learning, the paper discusses the intercultural communication class for teachers-to-be and business and professional students. The authors of the paper, working as instructors, consultants, and researchers in educational, business, and professional settings, agree with Edward Hall and others that culture and communication are one concept--inseparable from one another. The production, maintenance, and interpretation of culture is communication and communication is culture. Cultural conflict is inevitable. However, emergent discourse--participants' active and topical language culture--arises from conflict. The analyses of emergent discourse through self-perspectives, the perspectives of others, and the organizational contexts in which conflict occurs can lead to positive results on specific issues. The analysis can lead to an increased capability in students to be their own intercultural consultants as they interact with diverse others. Contains 179 references. (Author) superintendent of Baltimore County, Maryland, describes the school district's experiences in developing an equitable inclusion policy in compliance with the Individuals with Disabilities Act (IDEA). A recently developed irony is that school districts are now insisting on more inclusion than some parents desire. School boards can play a critical role in building a districtwide vision for inclusion by: (1) developing goals for all district students; (2) replacing dual policies for general- and special-education students and teachers with single, comprehensive policies; and (3) creating a system of accountability that addresses the needs of all students. Policymakers should consider what benefits students most, and weigh that benefit with regard to all other students. Inclusion is the delivery system of the future, and school systems that embrace it will make life easier for their attorneys and themselves. (LMI)

ED 386 790 EA 026 993

DeStefano, Lizanne; And Others
Issues in the Evaluation of a Multi-Site Federal System Change Initiative.
PUB DATE- Apr 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disabilities; Educational Research; *Education Work Relationship; Elementary Secondary Education; Evaluation Research; *Federal Legislation; Program Effectiveness; Program Evaluation; Research Design; *State Programs

In 1991, the Office of Special Education and Rehabilitation Services (OSERS) authorized, under the Individuals with Disabilities Act (IDEA), a specific grants program. The State Systems for Transitions Services for Youth with Disabilities Program made available competitive 5-year grants to individual states for establishing responsive state systems that address the school-to-work transition needs of youth with disabilities. This paper describes the evaluation-design process for assessing the effectiveness of the 30 funded sites. The evaluation focused on three areas of system change--youth and family engagement in transition, professional skills and knowledge, and agency-community collaboration. Data were gathered from a review of strategies, evidence of change, and supports/constraints; annual interviews with project directors; and collection of contextual information. Preliminary analysis identified 10 initial influences of the systems-change projects: (1) multiple strategies for change; (2) increased numbers of transition personnel within state education agencies; (3) increased responsiveness of interagency mechanisms; (4) expanded state and local professional-development opportunities; (5) increased availability and quality of transition services; (6) increased parent access to information and training; (7) increased participation of youth with disabilities in state school-to-work initiatives; (8) improved state-level evaluation systems; (9) increased participation of underrepresented groups; and (10) increased availability and access to information on transition policies, programs, and practices. Appendices contain the conceptual framework; sample strategies, evidence of change, and supports/constraints; the project directors' interview protocol; a sample interview; data sources; an activity matrix; a sample state description; and the evaluation timeline. (LMI) introduces the six ideas that have led to the writing of the book. Chapter 2 describes two metaphors of culture undergirding the assertion that the experience of women as school leaders has value and should be disseminated to all school leaders. Chapters 3 and 4 discuss the feminist attributes of leadership and analyze the practice of school leaders using the framework of the feminist attributes of collaboration, caring, courage, intuition, and vision. The fifth chapter describes the process of constructing knowledge from women's experience and the development of the Northeast Coalition of Educational Leaders (NECEL). Chapter 6 places the concepts into a historical perspective. The seventh chapter looks at some of the possibilities for change initiated by both men and women through the application and practice of relationship leadership in schools. An index and two figures are included. (Contains 70 references.) (LMI)

ED 386 809   EA 027 020

Hoyle, John R.
Leadership and Futuring: Making Visions Happen. The Practicing Administrator's Leadership Series. Roadmaps to Success.
PUB DATE- 95
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; *Change Strategies; Communication Skills; Elementary Secondary Education; *Futures (of Society); *Leadership; *Leadership Qualities; Leadership Styles; *Motivation; *Organizational Development

This book is designed to help administrators broaden their skills to create new and exciting learning organizations. Chapter 1 describes six visionary leaders who shared three attributes--the ability to communicate clearly, the capacity of caring for others, and a commitment to persistence. Chapter 2 presents an overview of futurism as a field of study and describes the use of futuring to create shared visions that emphasize the "end in mind." The futuring process is based on motivating others. Chapter 3 includes strategies and examples of successful visionaries who transformed visions into realities, stressing the importance of proper timing, good data, and financial support. A variety of step-by-step futuring techniques and group activities for use in workshops are presented in the fourth chapter. Chapter 5 offers practical challenges and suggestions to help school administrators become better visionary leaders. Two figures and an annotated bibliography of 10 sources are included. (Contains 29 references.) (LMI)

ED 386 810   EA 027 024

Halachmi, Arie, Ed.; Bouckaert, Geert, Ed.
The Enduring Challenges in Public Management: Surviving and Excelling in a Changing World.
PUB DATE- 95
NOTE- 467p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

first, that detracking is a goal that is idealized more often than it is achieved. Detracking appears to face more barriers in secondary than in elementary schools, and it is resisted in math more than in other subjects. Close analysis of two cases--one high school and one middle school--show that neither heterogeneous nor homogeneous grouping present insurmountable barriers to high-quality instruction; however, neither approach ensures effective teaching. Conditions that supported high-quality instruction in a mixed-ability context included small class sizes, extra resources that permit a highly individualized instructional approach, strong intellectual leadership, and selection of teachers and students. Conditions that supported effective instruction in the context of differentiation included a commitment to equity across classes, teacher and student selection of course, and teachers' intellectual commitment to the subject matter. One table is included. (Contains 23 references.) (Author/LMI)

ED 386 829   EA 027 043

Fossey, Richard; DeMitchell, Todd
"Let the Master Respond": Should Schools Be Strictly Liable When Employees Sexually Abuse Children?
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Abuse; Civil Law; Compliance (Legal); *Court Litigation; Elementary Secondary Education; Federal Legislation; *Legal Responsibility; Public Schools; *School Districts; *School Personnel; School Responsibility; *Sexual Abuse

Although sexual abuse against children is a problem in the public schools, school officials have generally not acted aggressively to stop it. This paper argues for a strict liability standard--the assessment of liability without fault--against a school district in cases of student sexual abuse by a school employee. Part 1 explores the principle of respondeat superior, whereby employers can be held liable for the tortious conduct of their employees, without regard to whether the employer engaged in any wrongful act. Recently, courts have imposed respondeat liability against law-enforcement agencies and health-care providers, but not school districts. Part 2 reviews the recent federal court cases that have discussed an educational institution's liability under Title IX of the Civil Rights Amendments of 1972 when an employee engages in sexual misconduct against a student. The review concludes that the stage is set for judicial imposition of vicarious liability against school districts whenever their employees sexually assault children. School districts would be wise to prepare for increased exposure to liability, chiefly by increasing their vigilance in protecting children from a school employee's sexual abuse. (Contains 76 endnotes.) (LMI)

ED 386 830   EA 027 044

Sunderman, Gail L.
Politics of Educational Excellence: Reform in Illinois and Minnesota in the 1980s.
PUB DATE- Apr 95

types of provisions are considered: identification strategies, cooperative teaching, direct remedial intervention using structured teaching approaches, differentiation of classroom teaching materials, information technology and audiovisual resources, fostering independent learning, counseling, reduction of curriculum demands, and alternative assessment measures. Survey questionnaires are appended, along with research methodology notes and study data. (Contains 26 references.) (SW)

ED 386 848 EC 304 237

Johnson, Agnes
Hidden Treasures: Expanding Community Connections (Nashville, Tennessee, September 22-23, 1994).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- Sep 94
NOTE- 42p.; A publication of the Magnolia Circle Outreach Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; *Community Programs; Community Resources; Community Services; *Cooperative Programs; Coordination; Delivery Systems; *Developmental Delays; *Early Intervention; Infants; Interdisciplinary Approach; *Networks; Outreach Programs; Parent Influence; Parent Participation; Preschool Children; Preschool Education; Regional Cooperation; Rural Areas; Teamwork; Technical Assistance

Materials are presented from a 1994 meeting on expanding community connections of the six-state Magnolia Circle Outreach Project, which fosters networking between families and professionals involved in services for children (birth to 5 years) with, or at risk for, developmental delays. The meeting was designed to highlight successful collaborative community resources, services, and service delivery mechanisms as well as to strengthen regional networks by linking resources and resource persons. Meeting attendees were from Alabama, Arkansas, Kentucky, and Tennessee, and represented parent networking programs, community early intervention and preschool programs, public schools, Head Start, state Departments of Education, and a state transition project. Meeting materials include: a list of participants and the meeting agenda, a list of issues and problem-solving strategies proposed by participants, a list of networking ideas, a summary of an address by Agnes Johnson concerning the Technical Assistance for Parent Programs and the Parent Training and Information Centers, a list of potential funding sources and resources for rural interdisciplinary assessment teams and types of staff/professionals who may participate, results of meeting evaluation, and a bibliography of resource materials. (SW)

ED 386 849 EC 304 238

Annual Southeast Rural Service Delivery Conference (1st, September 30-October 1, 1993).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- Oct 93
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Test,

regarding emergent literacy are considered: awareness of print, relationship of print to speech, comprehension of text structures, phonological awareness, and letter naming and writing. Attention is also directed to general areas of literacy experiences which facilitate knowledge, including cultural communication practices and community/home literacy experiences, and the contributions of interactive dialogue, storybook reading, and symbolic play to literacy knowledge. A chart identifies study author(s) and year, number and type of study participants, the emergent literacy dimension, and the study purpose. (Contains 26 references and 1 table.) (SW)

ED 386 867 EC 304 256

Gunn, Barbara K.; And Others
Emergent Literacy: Curricular and Instructional Implications for Diverse Learners. Technical Report No. 20.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 Feb 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Child Development; *Cultural Differences; *Curriculum Design; Early Experience; *Educational Principles; Literacy; *Literacy Education; *Prereading Experience; Primary Education; Social Influences; Special Needs Students
IDENTIFIERS- *Emergent Literacy

This research synthesis is organized around identification of instructional priorities for emergent literacy and existing evidence regarding curriculum design for those instructional priorities. First, areas of emerging evidence are identified and two major ideas are extracted: (1) children need to develop knowledge of and facility with multiple dimensions of early literacy knowledge, and (2) social contexts and conditions influence early literacy knowledge. These ideas are then made more explicit and employable by relating them to the following principles of curriculum design: conspicuous strategies, mediated scaffolding, strategic integration, primed background knowledge, and judicious review. (DB)

ED 386 868 EC 304 257

Smith, Sylvia Barrus; And Others
Synthesis of Research on Phonological Awareness: Principles and Implications for Reading Acquisition. Technical Report No. 21.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 Feb 95
NOTE- 72p.; For a related document, see EC 304 258.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; *Decoding (Reading); *Phonology; Prereading Experience; Primary Education; Reading Achievement; *Reading Difficulties; *Reading Instruction; Reading Processes; Reading Readiness; Reading Research

This research synthesis identifies areas of convergence in

Johnson and Colleen Friend); "Children's Comprehension of Truths, Lies, and False Beliefs" (Nancy Walker Perry); "Clinical Implications of Research on Memory Development" (Betty N. Gordon et al.); "Assessment and Management of Abuse Allegations with Very Young Children" (Sandra K. Hewitt and William N. Friedrich); "Assessment of Adolescents Who Have Been Sexually Abused" (Luise Greuel and Adelheid Kuehne); "The Language of the Child Abuse Interview: Asking the Questions, Understanding the Answers" (Anne Graffam Walker and Amye R. Warren); "Assessing the Truth in Children's Statements" (Debra A. Bekerian and John L. Dennett); "Psychotherapy and the Recovery of Repressed Memories" (Elizabeth F. Loftus and Michael D. Yapko); "An Introduction to the Cognitive Interview Technique" (D. Bekerian and J. Dennett); "Evaluating Allegations of Sexual Abuse in the Context of Divorce, Child Custody, and Access Disputes" (Marion F. Ehrenberg and Michael F. Elterman); "The Role of the Medical Evaluation in Suspected Child Sexual Abuse" (Joyce A. Adams); "Assessment of Sexual Preferences in Cases of Alleged Child Sexual Abuse" (Howard E. Barbaree and Edward J. Peacock); "Some Family Considerations in Assessment and Case Management of Intrafamilial Child Sexual Abuse" (Brian R. Abbott); "The Assessment of Children with Disabilities Who Report Sexual Abuse: A Special Look at Those Most Vulnerable" (Connie Burrows Horton and Kimberly A. Kochurka); "Assessment of Children Who May Have Been Abused: The Real World Context" (Jon R. Conte); "The Assessment and Investigation of Ritual Abuse" (Grant Charles); "The Child Witness in Sexual Abuse Cases: Professional and Ethical Considerations" (Lorne D. Bertrand et al.); and "Ethical and Legal Issues in Cases of Child Sexual Abuse in the United States" (Susan P. Limber). (Individual chapters contain references.) (SW)

ED 386 885 EC 304 276

Genshaft, Judy L., Ed.; And Others
Serving Gifted and Talented Students: A Resource for School Personnel.
PUB DATE- 95
NOTE- 440p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Ability Identification; Academic Achievement; Academically Gifted; Advocacy; Career Choice; Computer Oriented Programs; Consultation Programs; Creativity; *Curriculum Development; Delivery Systems; Educational Change; Educational Cooperation; *Educational Methods; Elementary Secondary Education; Ethnic Groups; Family Characteristics; Family Involvement; Females; *Gifted; Gifted Disabled; Independent Study; Intelligence; Intervention; Minority Groups; Outcomes of Education; School Counseling; Staff Role; Stress Variables; *Student Development; Student Evaluation; *Student Needs; Talent; Underachievement
IDENTIFIERS- Autonomous Learner Model for Gifted and Talented

This collection considers the personal and educational needs of the student who is gifted, with emphasis on the roles of support staff. It covers developmental perspectives; assessment, identification, and evaluation issues; educational services; personal, interpersonal, and cultural issues; intervention strategies; and gifted education issues. Chapters are as follows: "Gifted Education: Historical Perspectives and Current Concepts" (Mary Ruth Coleman and James J. Gallagher); "The Changing Developmental Needs of the Gifted: Birth to wide flexibility, well-trained staff, a state mandate for gifted education, funding, a state definition of giftedness, a State Office for Gifted and Talented, summer centers, local action plans, local gifted and talented supervisory positions, counseling services, teacher selection, early childhood education, gifted and talented identification, provision of a range of services and educational options, appropriately challenging curriculum and instruction, mathematics and science curriculum, acceleration options, grouping practices, the local advisory council, parent involvement, community resources, teacher training standards, undergraduate and graduate teacher training programs, gifted education certification option, state-sponsored training centers, staff development, increased opportunities through use of technology, special funding and technical assistance, a gifted and talented advisory council, a statewide database, a statewide initiative, and a state report card. Appendices provide additional information on gifted and talented education in Maryland, the charge to the Task Force, a list of Task Force members and others contributing to the report, and other sources of assistance. (Contains a 60-item bibliography.) (DB)

ED 386 903 EC 304 297

Diket, Read M., Ed.; Abel, Trudy, Ed.
Atypical Gifted Learners and Their Characteristics.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alaska Natives; American Indians; Art; Attention Deficit Disorders; Black Students; Cultural Differences; Elementary Secondary Education; Females; *Gifted; Gifted Disabled; Gifted Disadvantaged; Language Skills; Learning Disabilities; Mathematical Aptitude; *Minority Groups; Music; *Student Characteristics; *Talent; Teaching Methods; Underachievement

This collection of 12 handouts focuses on different categories of atypical gifted learners and their characteristics. The handouts are generally two pages long and present a summary of the literature on the topic, some practical teaching suggestions, and references. The handouts include: (1) "Socioeconomically Disadvantaged Gifted Students" (Pam Simpson); (2) "The Underachieving Gifted Student" (Carolyn Seal); (3) "Disabled Gifted" (Brenda Waldrip); (4) "Learning Disabled Gifted" (Elaine Callaway); (5) "ADD (Attention Deficit Disorder) and Gifted" (Teri Cranford); (6) "African-American Gifted Students" (Alison Parish); (7) "Gifted American Indians and Alaskan Natives" (Shelbia Hatten); (8) "Gifted and Female" (Alecia Hammack); (9) "Artistically Gifted" (Read M. Diket); (10) "Musically Gifted" (Janet Wade); (11) "Linguistically Gifted" (Tina Wheat); and (12) "Mathematically Precocious" (Brenda Broadhead). (DB)

ED 386 904 EC 304 298

Relating Life-Span Research to the Development of Gifted and Talented Children. Abstracts of Selected Papers from The Annual Esther Katz Rosen Symposium on the Psychological analyzed the actions within each work and wrote brief journal statements of their perceptions of the works. As the quarters progressed, the assigned journal and free-writing tasks encouraged movement up the proficiency scale. Students shared their writing with each other and organized and reviewed their own journals at the end of the term. It was found that student response to the approach was positive, writing became more confident, and fluency and accuracy increased over that of students in previous years. Some practical guidance concerning journal management is offered. (MSE)

ED 386 923 FL 023 104

Little, David; And Others
Report on the ESF-Funded Project to Consolidate and Develop Foreign Language Modules for Students of Other Disciplines Implemented October 1, 1993-September 30, 1994.
PUB DATE- Oct 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Second Language Programs; College Students; Distance Education; Foreign Countries; French; German; Higher Education; Language Proficiency; *Program Descriptions; Program Evaluation; Second Language Instruction; *Second Language Learning; Student Evaluation
IDENTIFIERS- *Ireland

This report presents the development and results of a 1-year foreign language module program of 15-weeks duration for university students in the arts, commerce, science, and engineering. The project's central concern was to develop and test a general model for the delivery of foreign language teaching to students of other disciplines. The program included audio-video learning units, satellite television facilities, and computers. Modules were designed to engage students in immediate, active language use and practice of the target language (German or French) to provide a solid foundation in basic speaking, listening, reading, and writing skills; classes focused on broadly defined domains of communicative activity. Assessment took place in weeks 5 and 6 and involved 113 students. Results indicate that students completing the modules attained a satisfactory level of language competence as measured by deployment of communicative skills and general underlying proficiency. External evaluators rated the project as successful as well. Special funding permitted the modules to be continued for a second year. Appendixes include a list of related publications, an outline of the French language module for students of health sciences, a summary of expenditures (in British pounds), band descriptors and rating sheet, and a correlational analysis of test components. (NAV)

ED 386 924 FL 023 160

Schweers, C. William, Jr.
He Use a Square Shirt: First Language Transfer in the Writing of Hispanic ESL Learners.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Bush, Michael D.; And Others
Interactive Videodisc: the "Why" and the "How." CALICO Monograph Volume 2, Spring 1991.
PUB DATE- 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authoring Aids (Programming); Computer Assisted Instruction; *Computer Software; Computer Software Development; Cooperative Learning; *Discovery Learning; *Electronic Classrooms; *Hypermedia; Instructional Materials; *Interactive Video; Second Language Instruction
IDENTIFIERS- *CALICO

This monograph presents articles on interactive videodisc technology in language learning, ranging from the importance of a theoretical framework, the transition from theory to practice, getting started, design considerations, hypermedia, discovery environments, authoring software, workstation environments, and a look at the future of optical disc technology. Specific papers include: "Theoretical Motivations for IVD Software Research and Development" (Catherine Doughty); "From Theory to Practice: A Model for an Interactive Videodisc Lesson" (Duane E. Bright, Miguel Verano, and Ruben A. Cubero); "How to Get Started in Interactive Videodisc: A User's Perspective" (Alice Slaton); "Teaching and Learning Languages with Interactive Videodisc" (Mylene Garrigues); "A Systematic Approach to the Design of Interactive Videodisc Courseware" (Carla J. Meskill); "Interactive Videodisc as Hypermedia" (John Underwood); "Language Discovery Environments" (A. Allen Rowe); "Videodisc Authoring Software for Foreign Languages: Evaluating Needs and Features" (Joel D. Goldfield); "CALL/IVD Workstations: Towards a Rationale for Their Use in Cooperative Learning Environments" (Kuan-Yi Rose Chang; Wm. Flint Smith); and "From Interactive Videodisc to CD-XXX: The Future" (Michael D. Bush). A glossary is included. (Contains numerous references.) (NAV)

ED 386 943 FL 023 258

Borchardt, Frank L., Ed.; Johnson, Eleanor M. T., Ed.
Assessment. Proceedings of the Computer Assisted Learning and Instruction Consortium (CALICO) Annual Symposium (Williamsburg, Virginia, March 8-13, 1993).
PUB DATE- Mar 93
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Chinese; Communicative Competence (Languages); *Computer Assisted Instruction; *Computer Software; English (Second Language); French; German; Hypermedia; *Interactive Video; Italian; Japanese; Russian; *Second Language Instruction; Second Language Learning; Spanish; Speech Acts; Testing; Uncommonly Taught Languages
IDENTIFIERS- *CALICO; Defense Language Institute CA

This conference proceedings presents abstracts, complete papers, and author biographies for the 1993 Computer Assisted Language Instruction Consortium (CALICO) annual symposium on assessment in computer-assisted language learning (CALL); specifically a self-examination of the computer in language instruction, including a special presentation on Intelligent Computer

United States.
PUB DATE- 94
NOTE- 394p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Banking; *Citizenship Education; Civics; *Consumer Education; Credit (Finance); Cultural Context; *Daily Living Skills; Education; Federal Government; Federal Legislation; Food; Government Role; Health Services; Housing; *Immigrants; Information Seeking; Information Sources; Insurance; *Land Settlement; Laws; Literacy Education; Monetary Systems; Public Agencies; Records (Forms); Recreational Activities; Telecommunications; Travel
IDENTIFIERS- Shopping

This guide is designed to provide immigrants with an understanding of the way immigration law works and information on daily life in the United States. It consists of two parts: (1) a section on immigration law, with an overview and detailed information on the types of visas available and sample immigration forms; and (2) information on American life, including overviews of: government functions (courts, licenses, immigrant rights, attorneys, police, firefighters); employment (outlook), job search techniques, employment services, resumes and interviews, growth occupations, corporations, starting a business, types of businesses, franchises, banking for businesses); finance and banking (services, currency, investment, credit, taxes); insurance (health, automobile, homeowners, life, and choice of insurance company); housing (buying, selling, renting, establishing basic services); food and shopping (restaurants, food shopping, supermarkets and convenience stores, shopping at department and specialized stores, malls, and catalog and television shopping, car purchases); health care (preventive and curative, sources of care, medication, staying well, living wills, emergencies, medical professionals, immunizations, fire safety); communications (telephone, mail, telegraph services); education (all levels, library services, English instruction); recreation and travel (entertainment, sports, activities, organizations, religion, holidays, travel by car, plane, train or recreational vehicle, climate, tourism); time zones and metric conversions; and public agencies (state chambers of commerce, embassies and consulates, immigration offices). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 964 FL 801 080

Lewis, Marilyn; Taylor, Ray
Teaching Multicultural Classes. Multicultural Handbooks I.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Class Activities; *Classroom Communication; Classroom Techniques; English (Second Language); Foreign Countries; *Immigrants; *Language Role; Language Usage; *Limited English Speaking; *Multicultural Education; Postsecondary Education; Student Motivation; *Student

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletes; *Athletic Coaches; *College Athletics; Departments; Higher Education; Information Needs; *Institutional Research; Problem Solving; *Student Attitudes; Student Experience
IDENTIFIERS- *AIR Forum

The Student Athlete Survey was developed and administered to all student athletes at a university during the spring semesters of 1994 and 1995. The survey was designed to: help the athletic department obtain early warning about potential problems; (2) gain insight into the quality of athlete/coach interaction; (3) obtain some global measures of student-athlete satisfaction. The survey was administered during the spring 1994 and 1995 semesters; and the survey procedures were designed to provide respondents with complete anonymity. The range of information addressed by the survey involved the following: global measures of satisfaction with college academic, athletic, and overall experiences; estimates of the number of student athletes who would or would not attend this college again if they were being recruited now; frequency of physical, verbal, and mental abuse by coaching staff; conflict between practice time and cafeteria dining schedule; perceptions of the extent to which athletes are treated fairly by the athletic department; perceived strengths of the coaching staff; and perceived areas in which the coaching staff needs to improve. Survey results provided timely information to enable the athletic director to take corrective actions to improve student-athlete experiences. (SW)

ED 386 982 HE 028 563

Noble, Julie; Sawyer, Richard
Alternative Methods for Validating Admissions and Course Placement Criteria. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; College Admission; *Correlation; Courses; Decision Making; Evaluation Methods; Higher Education; *Institutional Research; Regression (Statistics); Statistical Analysis; *Student Placement; *Validity
IDENTIFIERS- *AIR Forum; *Logistic Regression

Correlational methods are compared to an alternative method based on decision theory and logistic regression for providing validity evidence for college admissions and course placement criteria. The advantages and limitations of both methods are examined. The correlation coefficient measures the strength of the linear statistical relationship between one or more measures (e.g., test score or high school grade point average) and college grade point average (GPA). However, correlations are difficult to interpret and provide little direct information about the practical implications of using particular measures and corresponding cutoff scores. They are also hampered by restrictive statistical assumptions and restriction of range problems. For example, course grades or college GPA carry values understood to range from A to F; however, experience with over 80 institutions shows that students seldom receive grades lower than a C. In addition, drawings. A page of relevant quotations is attached. (KC)

ED 386 536 CE 069 697

Everything You Need To Survive Tutoring.
SPONS. AGENCY- Wild Rose Foundation (Alberta).
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Foreign Countries; *Literacy Education; *Reading Instruction; Teaching Methods; *Tutoring; Tutors; Vocabulary Skills; *Writing Instruction
IDENTIFIERS- Alberta

This tutoring guide contains eight short sections of instruction for tutors working with adult basic education students in Alberta, Canada. Each section, introduced by a question, contains tips for beginning tutoring and working with adult students in literacy education classes. The sections cover the following topics: (1) What is the problem?; (2) Who is this student?; (3) How do I start?; (4) What methods may I use?; (5) How do I set up goals?; (6) What are the "be" and "don't" rules?; (7) Things to know and remember?; and (8) What help can I get? A short additional information sheet contains the English word pyramid and lists the 20 most useful words in English and the 50 words most often used in writing letters and in reading. (KC)

ED 386 537 CE 069 742

PAS Handbook. Your Guide for National Activities 1995-1996.
PUB DATE- 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agricultural Education; Classroom Techniques; Guidelines; Leaders Guides; *Leadership Training; *Learning Activities; Postsecondary Education; *Student Organizations; Teaching Methods
IDENTIFIERS- *National Postsecondary Agricultural Student Organ

This handbook was developed to guide teachers and students in postsecondary agricultural education through the program of the National Postsecondary Agricultural Student Organization (PAS). The handbook is organized in eight sections that cover the following topics: (1) general information about PAS; (2) award programs; (3) agricultural machinery service technician award program; (4) Planning for Progress Program; (5) National Certified Crop Adviser Exam; (6) bylaws of PAS; (7) PAS national officer handbook; and (8) outstanding advisor award. The handbook includes leadership learning activities, career-oriented activities, and worksheets for the various components of the national PAS organization. (KC)

ED 386 538 CE 069 754

Kister, Joanna; And Others
Family Relations Resource Guide. A Resource for Teaching the Family Relations Core Course Area of Ohio's Work and Family Life Program.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 294p.; For related guides, see ED 362 715-716, ED 375 287-288, and CE 069 778.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Family Life; *Family Life Education; *Family Relationship; Family Role; *Family Work Relationship; *Home Management; Instructional Materials; Interpersonal Communication; Interpersonal Competence; Leadership Responsibility; Learning Activities; Learning Modules; *Problem Solving; Secondary Education; State Curriculum Guides; Student Evaluation

This resource guide provides those teaching the Family Relations course of the Ohio Work and Family Life Program an overview of the course content, teacher background information, learning activities, and assessment ideas. It has one teaching module for each process competency and each content competency in the Family Relations and Process Competency units of the Occupational Competency Analysis Profile (OCAP). These modules appear in this guide in the same order in which the competencies are listed in the OCAP. The learning activities are written from the students' perspective, but teacher notes are included to assist teachers in conducting activities. The four process modules are as follows: managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role. The eight content modules cover the following subjects: analyzing the significance of families; nurturing human development; forming one's own family; building and maintaining healthy family relationships; developing family communication patterns; dealing with stress, conflicts, and crises; managing work and family roles and responsibilities; and analyzing social forces affecting families. Each module consists of these components: module overview, including practical problem, process competency, competency builders, and supporting concepts; teacher background information with rationale, background, and list of references; learning activities; assessment (paper and pencil, classroom experiences, and application to real-life settings); and handouts. (YLB)

ED 386 556 CE 069 778

Kister, Joanna; And Others
Parenting Resource Guide. A Resource for Teaching the Parenting Core Course Area of Ohio's Work and Family Life Program.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 309p.; For related guides, see ED 362 715-716, ED 375 287-288, and CE 069 777.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Child Rearing; Child Support; Family Relationship; Family Role; Family Work Relationship;

effective from the nonparticipant and government perspectives. (Appendixes include definitions of independent variables, significant coefficients, and effects on subgroups.) (YLB)

ED 386 573 CE 069 816

Yahnke, Sally; And Others
Balancing Family and Work.
PUB DATE- 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communications; *Family Life Education; *Family Work Relationship; Higher Education; *Home Economics; Intermediate Grades; Interpersonal Relationship; Learning Activities; Lesson Plans; *Quality of Life; *Quality of Working Life; Secondary Education; Time Management; *Values Clarification

The purpose of this monograph is to present a series of activities designed to teach strategies needed for effectively managing the multiple responsibilities of family and work. The guide contains 11 lesson plans dealing with balancing family and work that can be used in any home economics class, from middle school through college. The lesson plans can be used in courses ranging from career exploration to marriage and family living and from consumer economics to all other core courses. Following an introductory section, the lesson plans are organized by topic in four sections. The first section, Do I Want a Family and Career?, contains four lessons covering the following topics: impact of career decisions on family; impact of personal and family goals on family members; roles and responsibilities and their impact on family and work decisions; and impact of career decisions on individuals and families. The second section, The Balancing Act, contains the following five lessons: importance of time management in coordinating family and work; importance of time management in family and work decisions; personal and family beliefs and values about money management; and impact of communication on family and work decisions (communication effects on family relationships; and roadblocks to communication). The third section, Family and Economic Issues, contains a lesson on the importance of family advocacy, and the final section, Partnerships with Business and Industry, contains a lesson on how to hold a community meeting. Lesson plans include a perennial problems (ones faced over and over by successive generations of families), practical problems (that identify an action that can help address the perennial problem), learner outcomes, objectives, debriefing, and evaluation options. The guide includes a bibliography that lists 59 references. (KC)

ED 386 574 CE 069 818

Stone, Teresa M., Ed.
A Future of Choice! A Guide to Developing Issue-Based Curriculum with Process Skills Learned before and throughout Content.
PUB DATE- 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Controversial Issues (Course Content); Critical Thinking; *Curriculum Development; *Family Life Education;

(Author/YLB)

ED 386 592 CE 069 887

Mitchell, Stephen
New Pay: Compensation as a Strategic Tool. Workforce Brief #5.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Compensation (Remuneration); *Employer Employee Relationship; *Employment Practices; Fringe Benefits; Futures (of Society); Job Skills; Merit Pay; Personnel Management; Quality of Working Life; *Salaries; *Wages; Work Environment

Although what the work companies do and how they do it have shifted significantly, companies' reward and salary structures have remained largely the same; however, a properly designed compensation and pay system can be a strategic tool to enhance a firm's competitiveness. New approaches tie pay more closely to performance, rather than to tenure and entitlement. They encourage organizational performance and enhance a closer connection between employee and organizational goals by enabling employees to share more fully in the rewards and risks of the enterprise. Variable pay, a core element in new pay approaches, also helps companies promote long-term employment security by providing for pay reductions during economic downturns. Two new pay approaches--skill-based pay and group variable pay plans--exemplify innovations in base pay and variable pay. New approaches to indirect pay are widely popular as all companies attempt to contain their benefit costs. In order to implement new pay systems, companies should take the following steps: clarify their compensation goals, assess the company culture, start a partnership between the organization and its employees, and communicate on all levels. New pay systems will not work in all companies. (Contains 14 references.) (KC)

ED 386 593 CE 069 888

Tiangson, Francisco S.
Co-operative Education and Industrial Training: DMMMSU Experience.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Education; *Educational Benefits; Foreign Countries; Higher Education; *Industrial Training; *Professional Occupations; Program Effectiveness; *Work Experience Programs
IDENTIFIERS- *Philippines

Through its cooperative education and industrial training program, Don Mariano Marcos Memorial State University (DMMMSU) in the Philippines provides 250-800 hours of work-based education to students enrolled in 3-, 4-, and 5-year programs of training for such occupations as professional engineer, technologist, teacher, and technician. At the undergraduate level, cooperative education and industrial training are an integral part of DMMMSU's programs engineering, teacher education, and technician training programs. Cooperative

DESCRIPTORS- *Alcohol Education; Annual Reports; Curriculum
  Development; *Drug Education; *Drug Legislation; Drug Use;
  Elementary Secondary Education; Health Education; Illegal Drug
  Use; Preschool Education; Program Evaluation; Staff
  Development; Substance Abuse; Tobacco
IDENTIFIERS- Austin Independent School District TX; Drug Free
  Schools and Communities Act 1986

The Drug-Free Schools and Communities (DFSC) Act of 1986 provides funding to school districts to supplement efforts to eliminate drug and alcohol use by students. In 1993-94 the Austin Independent School District (AISD) received $466,151 from the DFSC grant. Three types of program components were funded--student programs, programs for curriculum and staff development, and support staff and services. Major findings were: (1) AISD students appear to have increasing patterns of lifetime alcohol, tobacco, and other illegal drug use; (2) lower percentages of students reported recent use of alcohol, tobacco, and other illegal drugs than in 1992-93; however, these rates were still higher than in 1991-92; (3) the effect of substance abuse education and prevention programs lessens each year after the year the student participated; (4) DFSC administrators reported that there is no current scope and sequence to AISD's drug education curriculum for pre-kindergarten and grades 7-12; (5) one-third of secondary teachers surveyed believe that student drug and alcohol use are among the top five problems with which their schools must deal, however, only 1 in 10 campus administrators agree; (6) students who have participated in Drug Abuse Resistance Education (DARE) reported a recent substance abuse rate 14 percentage points lower than non-participants; and (7) during 1993-94, 12,454 students in grades 1-6 were exposed to the required drug free schools curriculum. Budget implications and recommendations are addressed. Data is presented through extensive charts and figures. (JBJ)

ED 386 612   CG 026 395

Erickson, Judith B.; And Others
Indiana Youth Poll: Youths' Views of Racism, Sexism and Poverty.
PUB DATE- 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Age Discrimination; Attitude Measures;
  Economically Disadvantaged; High School Students; Intergroup
  Relations; *Poverty; *Racial Bias; Racial Relations; *Sex Bias;
  Sex Discrimination; Social Attitudes; *Social Bias; *Student
  Attitudes; Student Surveys; Surveys
IDENTIFIERS- *Indiana

Nearly 1,600 youths from across Indiana took part in this poll about prejudicial attitudes and behaviors toward others. More than 8 in 10 students reported that racist attitudes were found among students in their schools. Many described tensions and some open conflict as outcomes of racist attitudes held by both white students and students of color. Still, 82 percent of the respondents felt that minorities who worked hard had an average or better chance of getting ahead. Sexism was also reported to be widespread, although 6 in 10 respondents said they did not feel personally affected by it. Similar proportions of males and females reported positive and negative impacts stemming from gender. Questions about poverty revealed that most respondents broadly over- or underestimated both the federal

Community Partnerships; (10) CDC (Centers for Disease Control and Prevention) Supports Evaluation of Violence Programs; (11) PACT (Policy, Action, Collaboration, and Training) Shapes Policy; (12) Indian Affairs Committee Holds Hearing on Violence; (13) Public Pressure Works for Committee Against Anti-Asian Violence; (14) Confronting Violence Against Women; and (15) NIH (National Institutes of Health) Funds Research on Victims of Interpersonal Violence. Contains listings for nine organizations distributing information on violence and four sources of grant funding. (JBJ)

ED 386 632 CG 026 440

Freidman-Erickson, Sharon; Waller, Michelle P.
Enhancing the Usefulness of Students' Evaluations of Instruction.
PUB DATE- Jun 95
NOTE- 13p.; Paper presented at the Annual Meeting of the APS Institute on the Teaching of Psychology (2nd, New York, NY, June 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Instruction; *Course Evaluation; *Instructional Effectiveness; Instructional Improvement; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Two Year Colleges

A procedure for soliciting student evaluation feedback which is useful for improving college instruction is described. In four psychology courses, an end-of-course evaluation survey asked for community college students' opinions on five open-ended questions (N=1 instructor, 19 classes, 298 students). Responses were classified into 17 categories, and the percentage of responses falling into each category was calculated. The results allowed the instructor to determine the components of the courses that the students thought were most or least important to their learning and motivation, and gave the instructor some direction for possible instructional changes. This evaluation procedure provided insight into student's perspective which is not captured by formal, institutionally-based, student evaluation programs. (Four tables presenting results are appended.) (Author)

ED 386 633 CG 026 441

Stokes, Thomas E.
Human Resources Management: Program Evaluation, 1994-1995.
PUB DATE- 15 Aug 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Board of Education Policy; Educational Assessment; Educational Policy; Elementary Secondary Education; Human Resources; Personnel Evaluation; *Program Evaluation; School Districts; *School Personnel; Summative Evaluation
IDENTIFIERS- Des Moines Public Schools IA

This evaluation of the Des Moines Public Schools' Department of Human Resources Management (Iowa) focuses on five main areas: context, input, process, product, and future needs. Context evaluation examines the personnel functions of the district which include recruitment, employment, discipline, discharge, development, training, assignment, and transfer. These functions must be accomplished while balancing the interests of

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assertiveness; *Body Image; Elementary Education; Elementary School Students; *Females; Guidance; Mass Media; Preadolescents; *Self Esteem; Sex Bias; Sex Stereotypes

This practicum was designed to focus on: (1) the improvement of the confidence of pre-adolescent girls; (2) the establishment of a positive body image; and (3) the strengthening of assertiveness skills. The writer worked in a group of 20 girls over a period of 8 months using exercises designed to facilitate their growth. A curriculum was developed which uses hands-on exercises to: (1) explore the impact of the media upon concepts of female beauty and strength; (2) examine stereotypes found in their literature and history textbooks; (3) expand their awareness of sexism in daily life; (4) develop assertive skills to combat harassment; and (5) identify strong and famous women in history. Analysis of the data revealed the format of this group effective in increasing the girls self-confidence and sense of positive body-image, but the results were inconclusive for the strengthening of assertiveness skills. Five tables show the results of questionnaires completed by the girls and their mothers. (Author/SR)

ED 386 654 CG 026 476

Tentoni, Stuart C.
Chlorine Dioxide Induced Multiple Chemical Sensitivity: MMPI Validity Problems.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Anxiety; Depression (Psychology); Evaluation; *Poisons; Psychological Evaluation; Symptoms (Individual Disorders); *Validity
IDENTIFIERS- Chlorine Dioxide; *Minnesota Multiphasic Personality Inventory; *Multiple Chemical Sensitivity Syndrome

This paper discusses Minnesota Multiphasic Personality Inventory (MMPI) data obtained from individuals exposed to chlorine dioxide in the workplace who developed Multiple Chemical Sensitivity Syndrome. The paper explores current research on chlorine dioxide exposed persons who were misdiagnosed on the basis of MMPI interpretations. Difficulties may exist in using the MMPI or MMPI-2 in psychological assessment due to potential validity problems. It is recommended that more data be collected to determine if current MMPI data should be updated to reflect newer disease entities involving multiple organ systems. (SR)

ED 386 655 CG 026 478

Eldercare Volunteer Corps Demonstration, A "Project Care" Initiative. Final Report.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 3 Jun 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

NOTE- 87p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescent Development; Attitude Change; Behavior Change; *Behavior Development; *Behavior Modification; Behavior Problems; Child Behavior; *Conflict Resolution; Counseling; Curriculum Development; Elementary Education; Emotional Development; Grade 3; Grade 4; Grade 5; Interpersonal Communication; Intervention; Parent Child Relationship; Parent Participation; *Student Behavior; Teacher Behavior

This practicum was designed to decrease the number of times boys in third, fourth, and fifth grade classes met with the school guidance counselor for unacceptable behaviors and to improve the attitudes of the boys and their parents. Pre- and post-attitudinal and observational questionnaires were administered to 30 randomly selected third, fourth, and fifth grade boys and their parents. Pre- and post-sociometric devices were administered to the boys to elicit their feelings about each other. Self-monitoring records of behaviors were kept by the boys and compared with the counseling log of meetings. Anecdotal records of the boys' behaviors were kept by their teachers. One educational trip was taken. Monthly parents' meetings concentrated on topics of interest and significance. Small group counseling sessions with the boys focused on topics that would adhere to counseling strategies for behavior improvement. Analysis of data showed that the action plan helped to reduce the number of meetings with the school guidance counselor from a high of 100, and a low of 6, to a high of 70, and a low of 0. Parents and children made attitudinal changes that attributed to the behavior changes. (Author)

ED 386 676 CG 026 559

Arnold, Margery E.; Thompson, Bruce
Love Style Perceptions in Relation to Personality Function: Implications for Counseling and Assessment.
PUB DATE- Nov 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Counseling; Evaluation; *Love; *Personality; Social Cognition; Validity
IDENTIFIERS- *Hendrick Hendrick Love Attitudes Scale; Millon Clinical Multiaxial Inventory

Issues involving love often arise in counseling, because love is so fundamental to the experience of our humanity. But theories of love and related assessments are only at a primitive stage of development. The present study explored the construct validity of scores on a popular measure of love styles, by examining relationships between love styles and scores on a measure of personality dysfunction. Data was collected from 144 graduate and undergraduate students who completed the Hendrick-Hendrick Love Attitudes Scale and the Millon Clinical Multiaxial Inventory-II. Results suggest that the Love Attitudes Scale used to score the subjects' perception of love style may be construct valid. Results also indicate that counselors must possess an understanding of love, if they are appeared to be parallel across cultures. Teachers need to examine multicultural children's books carefully for their worth if they are to make a positive contribution to children's learning. The book "Building Communities of Learners" by Sandra McCaleb provides a number of suggestions related to collaborative processes among teachers, students, families, and communities. Using images of literacy in children's literature to support the positions of language activities can be a rewarding endeavor. (Contains seven "overlays" illustrating various aspects of using images of literacy in children's literature.) (RS)

ED 386 695   CS 012 253

Pollock, John S.
Chapter 1 Early Literacy Summer School 1994. Final Evaluation Report.
PUB DATE- 94
NOTE- 17p.; For 1993 report, see ED 375 377.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Reading; Early Intervention; Grade 1; *High Risk Students; Primary Education; Program Effectiveness; *Reading Instruction; Reading Programs; *Summer Programs
IDENTIFIERS- Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; *Emergent Literacy; Reading Recovery Projects; Strategic Reading

A study examined the effectiveness of the Chapter 1 Early Literacy Summer School program. The program provided additional reading instruction to underachieving first-grade pupils at seven schools located throughout the Columbus, Ohio public school district. The program featured group instruction (with many of the activities modeled after the Reading Recovery program) for 3.25 hours daily over a period of 19 days of instruction. Of the 626 pupils served, 523 (83.5%) met the attendance criterion for inclusion in the treatment group. Results indicated that: (1) 90.6% of the pupils in the treatment group read a minimum of 8 books; (2) 67.5% of the treatment group of pupils displayed all 3 strategic processing behaviors desired (constructing meaning, monitoring reading, integrating sources of information) at least once during the instructional period; (3) 68.1% of the 626 pupils had a parent/guardian attend at least one parent meeting during the summer program; and (4) 75.1% of the 523 students in the treatment group had a parent/guardian attend at least one parent meeting during the summer program. Findings suggest that inservice sessions for parents should continue, similar parent inservices should be considered for the regular school year, and program developers should focus on developing the observational and instructional skills of the teachers involved rather than increasing the number of pupils served. (A calendar worksheet for computing days of pupil service, a parent involvement log, the pupil independent reading record sheet, the evidence of strategic processing collection form, and the pupil data sheet are attached.) (RS)

ED 386 696   CS 012 254

Pollock, John S.
Early Literacy Program Grades 1 and 2 1993-94. Final Evaluation Report.
PUB DATE- 94

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Codes of Ethics; Disclosure; Editors; *Ethics; Freedom of Information; *Journalism; Mass Media Role; *Moral Values; Newspapers; *Privacy
IDENTIFIERS- Journalists; Judeo Christian Values; *Media Ethics

The mass media are at odds with the public on issues concerning privacy, i.e., issues concerning whether private information about a person should be printed in a newspaper or magazine. In a 1982 survey, one journalist/respondent said his or her newspaper "almost always" favored the public's right to know over a person's right to privacy. Unfortunately, for many journalists ethics consists mainly of objective or unbiased reporting. Questions about whether private information about an individual should be printed are too often reduced to legal technicalities. One ethical code that would be useful for journalists stems from Judeo-Christian teaching. Considering persons as ends in themselves, this code would ask the journalist how he or she could best show love for the subject in question or the community. Two sample cases show how this code might be applied. In the first, an editor reaches the decision not to print information about a community leader's past. He arrives at the following policy: private details of a person's life may be published when not doing so would cause damage to that person or to the public. In another case, an editor reaches a decision to print information that a local surgeon has tested HIV positive; his reasoning is that harm could come to both the surgeon and his patients if the information remains unpublished. (Contains 16 references.) (TB)

ED 386 716 CS 215 012

Thompson, Debra S.
Writing and Its Relationship to Early Literacy for Young Children.
PUB DATE- 26 Aug 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Writing; *Cognitive Development; Cognitive Processes; Literacy; *Parent Child Relationship; Primary Education; *Reading Skills; School Readiness; *Young Children
IDENTIFIERS- *Beginning Writing; *Emergent Literacy; Print Awareness

In this paper a relationship is established between writing and early literacy in young children. The age at which early literacy begins to develop in young children varies with each child. For many children, literacy begins to appear in activities such as pretend play, drawing, conversations about storybook plots, and conversations about words or signs or labels. The development of this early literacy is a social process embedded in social relationships, particularly in children's relationships with parents, siblings, friends, caretakers, and teachers. Readiness for school is now regarded as influenced by familial, institutional, and community variables. Between the ages of one and five, children learn to use symbols to create and communicate meaning. These symbols can be used to make up stories, draw images, and later on to write stories. R. Charlesworth (1992) offers extensive suggestions for providing print experiences for children, such

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Classroom Environment; Cultural Differences; Elementary Education; *Multicultural Education; *Reading Material Selection; *Teacher Behavior; Teacher Role
IDENTIFIERS- *Multicultural Materials

The use of multicultural literature in the classroom can play a significant part in the learning and acceptance process of students. Multicultural books should be brought into the classroom to enhance textbook materials in all subject matters. To implement a multicultural program in the classroom, teachers must become knowledgeable about the experiences of various ethnic groups. Teachers also need to be aware of classroom dynamics to accurately interpret cultural conflict in the classroom and to assess their own instructional styles and verbal behaviors. Teachers need to develop skills in classroom management and discipline techniques that prevent problems and help children learn to resolve problems as they arise, and they need to learn to evaluate and develop multicultural literature and curricula. (Contains 10 references and a multicultural checklist for evaluating multicultural material. A list of 39 books, reference books, catalogs, and videos is attached.) (RS)

ED 386 734 CS 215 032

Cobine, Gary R.
Writing as a Response to Reading. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Journal Writing; Reader Response; *Reading Instruction; *Reading Writing Relationship; Writing Assignments; *Writing Instruction
IDENTIFIERS- ERIC Digests; *Reading Logs; *Response to Literature; Writing Thinking Relationship

Although reading and writing exist only in relation to each other, writing plays little or no role in the usual instructional approaches to reading. Mostly, reading is taught as a sequence of discrete skills, which is ineffective since it accommodates the analytic reading style to the exclusion of global, kinesthetic, and auditory styles. Reading taught together with writing can accommodate all reading styles. By writing while reading, students could learn to organize their thoughts, and after habitually writing in response to reading, they could learn to clarify and refine their thoughts. Through activities centered around a reading log, the students could elucidate several aspects of their thought processes: using the reading log as a "response journal," they could discover ideas, and using it as a "text-to-meaning journal," they could rethink ideas, and using it as a "process journal," they could regulate their reading habits. Before students make entries in their reading logs, the teacher must ensure that they know how to use the log. Before every assignment, the teacher could discuss the type of reading and the purpose for reading, as well as the procedures for the particular assignment. All the activities arranged before, during, and after a reading and all the specific writing assignments made along with the reading are lends support to the idea that satire can operate as a reinforcement of the partisan's views. (Contains a table of data and 17 references.) (TB)

ED 386 752 CS 215 063

Jones, Wilma L.
Twenty Contemporary African Women Writers: A Bio-Bibliography.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Bibliographies (131)
DESCRIPTORS- *African Literature; *Authors; Bibliographies; Biographies; *Females; Foreign Countries; Literary Genres; *Twentieth Century Literature
IDENTIFIERS- *Contact Literature; *Contemporary Literature; Ethnic Literature; Women in Literature

To give established African women writers whose work is available in Africa, Europe, and the Americas more exposure for teachers, literary scholars, librarians, and readers of ethnic literature, a study was undertaken which resulted in a bio-bibliography. After an overview on contemporary African literature, the 20 female authors are listed alphabetically in the bio-bibliography, and for each author there is a biographical sketch, a short summary about each author's works and themes, information on critical reception to the author, a list of honors and awards received, a bibliography of the author's works, information on any studies about the author, and a list of the country of origin of each author. All the authors write in English, and the list is limited to authors of novels, poems, short stories, and plays. (NKA)

ED 386 753 CS 215 065

Gillan, Maria Mazziotti, Ed.; Gillan, Jennifer, Ed.
Unsettling America: An Anthology of Contemporary Multicultural Poetry.
PUB DATE- 94
NOTE- 428p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Acculturation; Authors; *Cultural Context; Culture Conflict; Higher Education; Minority Groups; Multicultural Education; *Poetry; Racial Attitudes; Secondary Education; *Thematic Approach; *Twentieth Century Literature; *United States Literature
IDENTIFIERS- *Contemporary Literature; Ethnic Literature; *Multicultural Materials

This collection of poems by contemporary poets stretches across the boundaries of skin color, ethnicity, language, and religion to give voice to the lives and experiences of ethnic Americans. The poems address common themes of assimilation, self-perception, and communication. In recording everyday life in the many American cultures, the poems displace the myths and stereotypes that pervade America. The collection is organized to address the instability of American identity and confront the prevalence of cultural conflict and exchange within the United States, and to highlight the constant erecting, blurring, breaking, and crossing of boundaries that are a consequence of the complex intersections among peoples,

ED 386 771 CS 509 035

Mitchell, Tracey L.
"Kids' Stuff": Television Cartoons as Mirrors of the American Mind.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Animation; *Audience Awareness; *Cartoons; *Childrens Television; *Mass Media Role; Media Research; North American Culture; *Popular Culture
IDENTIFIERS- *Animaniacs; Cultural Studies; Educational Issues; Fantasy Theme Analysis; Media Literacy; Research Suggestions; *Rhetorical Stance

Cartoons are generally regarded as "kids' stuff," unworthy of scholarly study. As an aspect of popular culture, television cartoons do not attract scholars who are interested in being part of the "critical elite." Some scholars believe, however, that less time should be spent discussing how TV might be used to teach children what society thinks they should know and more time looking at what lessons children are learning from the programs they watch. And, the fact is that many adults also watch cartoons intended primarily for children. This study used E. G. Bormann's fantasy theme theory to analyze 10 episodes of the animated television series "Animaniacs." A 30-minute episode of "Animaniacs" contains between two and seven cartoons. Each cartoon has a separate plot and theme, with a cast of stock characters for each setting and plot idea. Certain recurring themes within the programs were identified: a stress on intelligence and learning; the wrongness of egotism, selfishness, and rudeness toward others; the value of observing and thinking for oneself; and the importance of media literacy. Messages the cartoons in "Animaniacs" send attempt to counteract and discourage traits often found in U.S. society; i.e., gullibility, addiction to mass consumption, and admiration of the self-important, the wealthy, and the powerful. Future research should examine: (1) whether educators and parents could benefit from knowing if children are merely entertained or if they learn from cartoons; (2) why adults watch a cartoon targeted to school-age children; (3) how other children's TV programs compare to "Animaniacs"; and (4) what else scholars can learn from the television medium. (Contains 29 references.) (NKA)

ED 386 772 CS 509 037

Crawford, C. B.; Krug, Liza
Electronic Mail and the Development of Debate Theory: A Case Study of the Tabula Rasa Paradigm.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995). Best available copy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Research; *Debate; Discourse Analysis; *Electronic Mail; Higher Education
IDENTIFIERS- Cross Examination Debate Association; *Debate Theory; *Listservs; National Debate Tournament

ED 386 791 EA 026 994

Design Portfolio, 1995. The Educational Facility Planner.
PUB DATE- 95
NOTE- 43p.; Illustrations and photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Architectural Programming; Building Design; *Building Innovation; *Building Plans; Cost Effectiveness; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Facility Guidelines; Higher Education; Space Utilization

This document contains nationally recognized educational-facility designs, including the 1994 James D. MacConnell Award Winner--Heritage Oak Elementary School in Roseville, California. The architectural designs of other schools are also included--10 elementary schools, 6 high schools, 1 vocational school, 3 institutes of higher education, 1 intermediate school, and 1 fine arts school. Each section includes photographs, the building design, and a project description. Special challenges, the ways in which educational needs were met through design, and special considerations to cost-effectiveness are also highlighted. (LMI)

ED 386 792 EA 027 001

Sexton, Robert F.
Building Citizen and Parent Support for School Reform: The Prichard Committee Experience.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; *Advocacy; *Citizen Participation; Citizen Role; *Educational Change; Elementary Secondary Education; *Politics of Education; Public Education; School Restructuring; *School Support; Social Action; State Action; *Voluntary Agencies
IDENTIFIERS- *Kentucky

Comprehensive school-reform programs under way in many states have better chances of success if they are linked to supportive external organizations. This paper describes activities of the Prichard Committee for Academic Excellence, an independent, privately funded organization--a collection of volunteer activists that uses citizen leadership to mobilize other citizens to solve educational problems. The paper describes how the group began in the 1980s in reaction to problems in Kentucky's public-education system, which was characterized by a lack of public trust in the education community. When Kentucky passed its comprehensive school-reform legislation (Kentucky Education Reform Act) in 1990, the committee changed its focus to supporting the successful implementation of the

DESCRIPTORS- Agencies; Elementary Secondary Education; Foreign Countries; Government (Administrative Body); *Management Systems; Nonprofit Organizations; Organizational Development; *Organizational Effectiveness; *Organizational Theories; *Productivity; *Public Administration; *Strategic Planning; Total Quality Management

This book addresses in different ways the prospect of improving the performance of government and nonprofit organizations. The chapters are clustered around enduring management challenges that may influence productivity in the public sector. Fifteen chapters discuss the challenges to productivity posed by immediate and distant changes in the economic, political, and administrative environment. The book begins with a foreword by Frank P. Sherwood and "Introduction: The Challenges of Management in a Changing World," by Geert Bouckaert and Arie Halachmi. Articles in part 1 address some issues that shape the image of agencies: (1) "The Perception of Organizational Incompetence" (J. Steven Ott and Jay M. Shafritz); (2) "Benefits and Costs of Conventional Management Practices" (Gerald T. Gabris); and (3) "Understanding Red Tape and Bureaucratic Delays" (Stuart I. Bretschneider and Barry Bozeman). Articles in the second part examine management tools to revitalize public organizations: (4) "The Role of Information Systems in Supporting Total Quality Management and Improved Productivity" (John M. Stevens, Anthony G. Cahill, E. Sam Overman, and Lee Frost-Kumpf); (5) "Quality, Reengineering, and Performance: Managing Change in the Public Sector" (Albert C. Hyde); (6) "Evaluating Total Quality Management Efforts" (Laurance R. Geri); (7) "Volunteer Programs in the Public Sector: Benefits and Challenges for Public Management" (Jeffrey L. Brudney); and (8) "The Challenges of a Competitive Public Sector" (Arie Halachmi). Articles in part 3 describe tools for strategic planning, transformation, and innovation: (9) "Creating the Future Together: Developing and Using Shared Strategy Maps" (John M. Bryson and Charles B. Finn); (10) "The Dance of What and How: Creating and Sustaining Organizational Transformation" (Paul C. Nutt and Robert W. Backoff); (11) "Managing Innovation and Reform" (Walter L. Balk); and (12) "Strategies for Public Sector Modernization" (Helmut Klages and Oliver Haubner). Chapters in part 4 address the issues of performance and productivity: (13) "Improving Performance Measurement" (Geert Bouckaert); and (14) "The Public Productivity Challenge" (Marc Holzer). References accompany each chapter. A name and subject index are included. (LMI)

ED 386 811   EA 027 025

Schrag, Francis
Back to Basics: Fundamental Educational Questions Reexamined. The Jossey-Bass Education Series.
PUB DATE- 95
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Curriculum Development; Educational Change; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Equal Education; *Foundations of Education; Institutional Autonomy; *Role of Education; Teaching (Occupation)
IDENTIFIERS- *Dewey (John)

This book argues that the educational mission should center on developing in students a respect for evidence and on supporting

NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Economics; Educational Policy; Elementary Secondary Education; Fiscal Capacity; *Policy Formation; *Politics of Education; Public Opinion; *School Restructuring; State Action; *State Legislation; Tax Effort
IDENTIFIERS- *Illinois; *Minnesota

In less than 2 years after the publication of the national report "A Nation at Risk," an overwhelming majority of states adopted many of the educational reform measures advocated in the report. The rapid adoption of the reforms among states with different political cultures, policy traditions, and partisan control raises the question of why these policies so quickly gained such wide support. This paper examines policy adoption in two states, Illinois and Minnesota, from three perspectives: issue mobilization, fiscal, and political. Data were gathered in a case-study analysis of education reforms adopted in Illinois during 1983-85 and in Minnesota between 1983 and 1988. Data-collection methods included document analysis and interviews with past and current legislators and legislative staff, state education agency officials and staff, interest group representatives, union and business representatives, education commission members, and representatives from the governor's staff. Interviews were conducted and documentary information gathered between October 1992 and July 1994. A conclusion is that the two states have very different political traditions and cultures, but are following the same trajectory in terms of educational policy. One difference, however, is that Minnesota is a policy innovator, while Illinois tends to follow the policy examples of other states. A second finding is that the 1980s saw business interest groups take a more active role in educational policy formation, while traditional education interest groups were marginalized. Finally, an interventionist planning state designed to promote the welfare of citizens is being challenged by market-oriented approaches. Two figures and one table are included. (LMI)

ED 386 831 EA 027 045

School Councils Handbook: Meaningful Involvement for the School Community.
PUB DATE- Jun 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Advisory Committees; Elementary Secondary Education; Foreign Countries; Governance; *Parent Participation; Participative Decision Making; Policy Formation; *State Legislation
IDENTIFIERS- *Alberta; *School Councils

This handbook contains legislation, regulations, and general information for helping Alberta schools establish school councils or make the transition from parent advisory groups to school councils. The school council is a collective association of parents, teachers, principals, staff, students, and

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; At Risk Persons; *Community Programs; Community Resources; Community Services; Cooperative Programs; Coordination; *Delivery Systems; *Developmental Delays; *Early Intervention; Family Involvement; Family Programs; Infants; Information Sources; Interdisciplinary Approach; *Networks; Outreach Programs; Preschool Children; Preschool Education; Program Costs; Regional Cooperation; *Rural Areas; Teamwork; Transportation

Proceedings are presented of a conference which addressed services to infants and young children with developmental delays and their families in rural areas. Contents include: results of a survey of 42 respondents regarding rural service delivery; excerpts from Magnolia Circle Outreach Project newsletters; views on problems identified by rural service providers; a list of resource people in the Southeast; the conference agenda; information on the nominal group technique utilized at the conference; information on cases presented at the conference and case problem-solving steps; summaries of parents' goals for one case and assessments by the preschool teacher, social worker, psychologist, early interventionist, nurse, and speech and language therapist; a list of questions to pose in choosing a strategy and formulating alternative intervention strategies; a list of issues concerning family support, transportation, and funding; a list of networking strategies; results of the conference evaluation, including activities planned by participants as a result of the conference; information on resource materials on rural service delivery; and information on programs in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, and Tennessee. (SW)

ED 386 850 EC 304 239

Kaplan, Harriet; And Others
Research Synthesis on Design of Effective Media, Materials and Technology for Deaf and Hard-of-Hearing Students. Technical Report No. 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 29 Dec 93
NOTE- 193p.; For separate executive summary, see EC 304 240.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; American Sign Language; Assistive Devices (for Disabled); Communication Skills; Computer Uses in Education; Deafness; *Educational Media; Educational Methods; *Educational Technology; Elementary Secondary Education; English (Second Language); English Instruction; *Hearing Impairments; Instructional Materials; *Language Acquisition; Partial Hearing; *Receptive Language; Speech Instruction; Speech Therapy; Student Placement; Technological Advancement; Training Methods

Research findings and descriptive articles pertaining to media, materials, and technology (MMT) which provide access to education of deaf and hard of hearing children from early childhood through eighth grade are reviewed and summarized. An introduction discusses the purpose and goal of the study; the target population; characteristics of deaf and hard of hearing children; degree of hearing loss; age of onset; language of the home; sign skills of teachers; types of educational programs and communication methodologies (oralism, total communication, bilingual/bicultural programs, cued speech); and educational reading research regarding the importance, dimensions, and effects of phonological awareness on the reading acquisition process. It also highlights similarities and differences between normal achievers and diverse learners. The following five areas of research convergence are identified: (1) phonological processing ability explains significant differences between good and poor readers; (2) phonological awareness is a general ability with multiple dimensions; (3) phonological awareness has a reciprocal relation to reading acquisition; (4) phonological awareness is necessary but not sufficient for reading acquisition; and (5) phonological awareness is teachable and promoted by attention to instructional variables. Also discussed are issues of construct validity, the importance of explicit teaching of phonological awareness, the value of combining phonological awareness instruction with instruction in letter-sound correspondences, and the value of providing intense and explicit instruction in phonological awareness to diverse learners who may potentially have reading disabilities. A table allows comparison of the major studies reviewed. (Contains 32 references and 4 figures.) (DB)

ED 386 869   EC 304 258

Smith, Sylvia Barrus; And Others
Phonological Awareness: Curricular and Instructional Implications for Diverse Learners. Technical Report No. 22.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 Feb 95
NOTE- 24p.; For a related document, see EC 304 257.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; *Decoding (Reading); Educational Strategies; *Phonology; Prereading Experience; Primary Education; Reading Achievement; *Reading Difficulties; *Reading Instruction; Reading Processes; Reading Readiness; Reading Research

This review focuses on areas of converging evidence concerning the importance of phonological awareness and the corresponding curricular and instructional implications for diverse learners. Five areas of converging evidence are identified: (1) phonological processing ability explains significant differences between good and poor readers; (2) phonological awareness (a component of phonological processing) is a unitary construct with multiple dimensions; (3) phonological awareness has a reciprocal and causal relation to reading acquisition; (4) phonological awareness is a necessary but insufficient skill for early reading acquisition; and (5) phonological awareness is teachable and promoted by attention to instructional design variables. The curriculum design principles of conspicuous strategies, mediated scaffolding, strategic integration, primed background knowledge, and judicious review are then discussed in terms of application to developing phonological awareness. The review notes that similar levels of procedural details were not found for each design principle despite strong support for the underlying idea of phonological awareness. (Contains 14 references and 2 figures.) (DB)

Maturity" (Elizabeth Maxwell); "Changing Conceptions of Intelligence and Their Impact upon the Concept of Giftedness: The Triarchic Theory of Intelligence" (Robert J. Sternberg); "Identifying High Ability/High Achievement Giftedness" (Marlene Bireley); "Identifying the Creatively Gifted" (Gary A. Davis); "Evaluating Instructional Outcomes for Gifted Students" (Carolyn M. Callahan); "The Educational Continuum and Delivery of Services" (John F. Feldhusen and Sidney M. Moon); "Developing Curricular Interventions for the Gifted" (Beverly N. Parke); "Encouraging Lifelong Learning through the Autonomous Learner Model" (George T. Betts and Michael J. Hoover); "Technological Innovations in the Education of Gifted and Talented Students" (Richard D. Howell); "Underachievement Syndrome in Gifted Students" (Sylvia B. Rimm); "The Special Characteristics and Needs of Gifted Students with Disabilities" (M. Bireley); "Highly Gifted Children" (Linda Kreger Silverman); "Impact of Family Patterns upon the Development of Giftedness" (S. Rimm); "Stress and the Gifted" (Judy L. Genshaft et al.); "Stress as a Function of Gender: Special Needs of Gifted Girls and Women" (Constance L. Hollinger); "Serving the Needs of Gifted Children from a Multicultural Perspective" (Deborah L. Plummer); "Family Consultation as an Approach to Providing Psychoeducational Services to Gifted Children" (Gerald Porter and Joel Meyers); "Counseling Academically Behaving Adolescents about Wellness" (Paul Michael Janos); "Counseling Gifted Young Women about Educational and Career Choices" (C. Hollinger); "Consultation Strategies with Gifted and Regular Educators: A Collaborative Approach" (Dawn P. Flanagan); "What Gifted Education Can Offer the Reform Movement: Talent Development" (Sally M. Reis); and "Building Advocacy and Public Support for Gifted Education" (Peggy Dettmer). (Individual chapters contain references.) (SW)

ED 386 886		EC 304 277

Mannix, Darlene
Life Skills Activities for Secondary Students with Special Needs.
PUB DATE- 95
NOTE- 550p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Adjustment (to Environment); *Adolescent Development; Career Development; Communication Skills; *Daily Living Skills; *Independent Living; *Interpersonal Relationship; Job Skills; Life Style; Mathematics Skills; Problem Solving; Reading Skills; Secondary Education; Social Behavior; *Special Needs Students; Stress Management; *Study Skills; Youth Problems

This resource for life skills activities for adolescents with special needs covers aspects of interpersonal relationships, communication skills, academic and school skills, practical living skills, vocational skills, problem-solving skills, and lifestyle choices. Included are 190 illustrated activity sheets with related exercises, discussion questions, and evaluation suggestions to help students in grades 7-12 acquire basic skills needed for independence and success in everyday living. Each activity sheet focuses on a specific skill within the context of real-life situations and includes teacher directions, learning objectives, optional extension activities, and assessment techniques. Also included is a list of parent

Development of Gifted Children (3rd, Lawrence, Kansas, February 19-20, 1993).
PUB DATE- Feb 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Cognitive Development; Early Childhood Education; Elementary Secondary Education; *Gifted; *Student Development; Student Evaluation; *Talent
IDENTIFIERS- *Life Span Development

This monograph presents abstracts of 29 papers that relate life-span research to the development of gifted and talented children. Sample topics include: attitudes about rural schools and programs for the gifted; social competence, self-esteem, and parent-child time and interaction in an advantaged subculture; helping families of gifted children interact with schools; determinants of underachievement among gifted and nongifted black students; differentiated assessment of self-concept: understanding the diversity and growth of talent in creative domains; the long-term development of giftedness and high competencies in children enriched in language during infancy; the power gamesmanship tactics of emotionally disturbed gifted children: four case studies; development of giftedness among siblings: a case study; performance-based versus standardized assessment of young gifted children; the Hollingworth longitudinal study; studies of giftedness in a third world setting; comparison of narrative language abilities in gifted/learning disabled and high-achieving gifted students; the Simon's Rock early college program; religious development of gifted individuals; early mentor relationships in the lives of eminent and creative adults; families of the gifted; social giftedness; early influences in the development of artistic talent; implications for females of male conceptions of abilities; second language learning and gifted children; and verbal giftedness and the development of relativistic thinking. (DB)

ED 386 905 EC 304 299

Developing General vs. Specific Abilities and Their Relationship to Diversity. Abstracts of Selected Papers from The Annual Esther Katz Rosen Symposium on the Psychological Development of Gifted Children (4th, Lawrence, Kansas, September 30-October 1, 1994).
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Development; *Cultural Differences; Early Childhood Education; Educational Environment; Elementary Secondary Education; Females; *Gifted; Higher Education; *Minority Groups; *Student Development; *Talent; *Talent Development
IDENTIFIERS- *Diversity (Student)

This monograph presents abstracts of 32 papers on the development of general versus specific abilities and their relationship to diversity in gifted and talented students. Sample topics include: creative development at the college level; cultural and linguistic differences in gifted children; Project High Hopes, a program for gifted students with special needs in

DESCRIPTORS- Communicative Competence (Languages); *English (Second Language); Foreign Students; Interlanguage; Introductory Courses; Learning Strategies; Metacognition; Models; Postsecondary Education; *Second Language Learning; Spanish Speaking; Tape Recordings; *Transfer of Training; Two Year Colleges; Vocabulary; *Written Language

IDENTIFIERS- *Communication Strategies

This article focuses on the incidence of lexical transfer as a communication/learning strategy in the written English of 32 beginning Hispanic, disadvantaged students learning English as a Second Language at Bayamon University Technical College in Puerto Rico. Subjects were asked to write a detailed description in English of a simple ink drawing of a restaurant kitchen. A second, similar picture was presented for written description with the goal being the specific notation of the eight differences between the two pictures. Students could also list Spanish words that they wanted to use in the description for which they did not know the English equivalent. These descriptions were then analyzed for communication strategy use and transfer. Audio recordings of the student describing these difficulties were also made. Results confirm the usefulness of Poulisse's 1993 classification of communication strategies and demonstrated the correlation that exists between metalinguistic awareness of transfer's role in second language learning and the production and frequent use of transfer in production, suggesting that first language transfer has a role in second language acquisition. One ink drawing and one figure are attached. (NAV)

ED 386 925 FL 023 202

Sheppard, Ken

Content-ESL across the USA. Volume I: A Technical Report. A Descriptive Study of Content-ESL Practices.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 95

NOTE- 252p.; For Volumes II, a Practical Guide, and III, A Training Packet, see FL 023 203 and FL 023 204, respectively.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Data Analysis; Databases; Elementary Secondary Education; *English (Second Language); Program Effectiveness; Research Methodology; Second Language Instruction; *State Surveys; Teaching Methods

IDENTIFIERS- *Content Area Teaching

This technical report is from a study that assessed effective content-English-as-a-Second-Language (content-ESL) programs across the United States, from pre-kindergarten through grade 12. The study was undertaken to develop a descriptive analysis of the nature and scope of these programs and the relationship between program policies and practices and background notions of content-language integration. The technical report covers data collected from database searching, mail and telephone surveys, and 20 site visits at representative programs. Issues and findings addressed students, teachers, program duration, purposes, resources used, program and student evaluation and assessment measures, and interaction with native English speakers. The report is divided into the following sections: background summary; methodology; results and discussion; and implications and recommendations. Findings include: the primary home language of most participants was Spanish; most

Assisted Instruction (ICAI). Papers concerned software applications, language differences and similarities, and general computer-assisted language learning (CALL). A Preconference Workshop concentrated on testing, and several papers focused on particular languages. (Contains numerous references.) (NAV)

ED 386 944 FL 023 259

Borchardt, Frank L., Ed.; Johnson, Eleanor M. T., Ed.
Human Factors. Proceedings of the Computer Assisted Language Instruction Consortium (CALICO) Annual Symposium (Flagstaff, Arizona, March 4-18, 1994).
SPONS. AGENCY- Department of Defense, Washington, D.C.
PUB DATE- Nov 94
NOTE- 261p.; Funding also received from the Duke Endowment.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; *Computer Software; Electronic Classrooms; Foreign Countries; French; German; *Human Capital; Japanese; Reading Skills; Russian; Second Language Instruction; Second Language Learning; Spanish; Uncommonly Taught Languages
IDENTIFIERS- *CALICO; Poland

This conference proceedings presents abstracts, complete papers, and author biographies for the 1994 Computer Assisted Language Instruction Consortium (CALICO) annual symposium on human factors in computer-assisted language learning (CALL), specifically the actual use of software by the human learner and teacher. Presented topics included courseware, preconference workshop reports, and conference papers presented, including guest speaker papers. Papers addressed human factors as well as human-computer interactions. The Preconference Workshops included sessions on CALT, digital video and interactive video, WinCALIS Author 2.0, and computer-adaptive testing. The Courseware Fair included presentations on various ongoing CALL projects and programs. Presentations ranged from practical classroom applications to future research suggestions, including discussion of the information superhighway and computerized speech applications. (Contains numerous references.) (NAV)

ED 386 945 FL 023 260

Borchardt, Frank L., Ed.; Johnson, Eleanor M. T., Ed.
Computers and Collaborative Learning. Proceedings of the Computer Assisted Language Instruction Consortium (CALICO) Annual Symposium (Middlebury, Vermont, June 19-23, 1995).
SPONS. AGENCY- Department of Defense, Washington, D.C.
PUB DATE- Jun 95
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Computer Software Development; Cooperation; Electronic Classrooms; English (Second Language); Foreign Countries; French; Interactive Video; Japanese; Language Laboratories; Listening Comprehension; Programmed Instruction; Russian; Second Language Instruction; Second Language Learning; Spanish; Testing; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- *CALICO

This conference proceeding presents abstracts, complete papers,

Participation; Teaching Guides
IDENTIFIERS- Australia

The handbook of classroom techniques and activities is designed for teachers in postsecondary institutions who have adult students for whom English is a second language. The underlying philosophy is that the learning experience of these students is not extremely different from those of native English-speaking students, and that their needs and experiences differ in degree, not in kind. The guide addresses these issues in the multicultural classroom context: applying general principles of teaching (explaining the points of the lesson, motivating students, involving students, checking understanding, providing a variety of learning experiences); encouraging students to think; teaching students to ask questions; interactive reading; providing feedback; preparing students for examinations; organizing the classroom; making meaning clear; encouraging students to use new language; and asking questions. Contains six references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 965 HE 028 501

Howe, Richard D.
Salary-Trend Study of Faculty in All Discipline Averages in the National CUPA Salary-Trend Surveys of 1991-92 and 1994-95.
PUB DATE- 95
NOTE- 16p.; For the discipline specific data, see HE 028 502-503.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; Higher Education; *Teacher Salaries; *Trend Analysis
IDENTIFIERS- *Consumer Price Index

Salary trends of university faculty in 41 disciplines between 1991-92 and 1994-95 based on a survey of 223 public and 345 private institutions of higher education are summarized. The article lists the average salaries of all discipline averages by rank, including new assistant professor and the faculty mix percentage. Comarisons are also made using the Consumer Price Index (CPI) changes between the two study years. The figures given are based on a 9- or 10-month academic year salary of fulltime (teaching not less than 51 percent) faculty. The summary shows the overal average salary in public institutions for all disciplines and all ranks increased from $42,008 in 1991-92 to $45,850 in 1994-95, an increase of 9.1 percent (slightly more than the CPI increase of 8.8 percent). In private institutions the increase was from $41,830 to $46,308, an increae of 10.7 percent. The faculty mix percentage differences in the ranks of professor and assistant professor in all discipline averages for public institutions was 34.1 percent vs 30.0 percent in 1991-92 and 34.3 percent vs. 29.4 percent in 1994-95. For private institutions the faculty mix percentage for professor and assistant professor went from 32 percent vs. 32.3 percent (1991-92) and 32.5 percent vs. 31.5 percent (1994-95). The hiring rate of new assistant professors in public institutions was 4.2 percent (1991-92) and 4.5 percent (1994-95); for private institutions the hiring rate was 4.4 percent for both years. Appendices list the disciplines surveyed and the institutions participating in both studies. (DB)

ED 386 966 HE 028 502

Howe, Richard D.; And Others

correlational methods are relevant only for students who are admitted to the institution or to the course, but are not readily applicable to students for whom admissions or placement decisions are yet to be made. Validity indices provide direct evidence of a measure's utility for making admissions or course placement decisions. The practical implications of using specific cutoff scores for all students of interest are shown. Validity indices are less affected than correlation coefficients by restriction of range problems in the measure(s) used to make admissions or placement decisions. This method can effectively use multiple measures for estimating students' chances of success, where success can be defined by a meaningful local standard. The data is presented in several figures and tables. (Contains 12 references.) (SW)

ED 386 983 HE 028 564

Weissman, Julie; And Others
Assessing Developmental Education through Student Tracking. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; Basic Skills; *Community Colleges; Developmental Studies Programs; *Educational Policy; Enrollment Trends; Grade Point Average; Higher Education; High Risk Students; *Institutional Research; Reading Difficulties; *Remedial Instruction; Remedial Mathematics; Remedial Reading; Required Courses; *Two Year College Students; Writing Difficulties
IDENTIFIERS- *AIR Forum

The effectiveness of developmental education policies at a comprehensive community college was investigated using a new student tracking system. A sample of 1,644 students were tracked from fall 1992 until the end of the fall 1994 semester, 1,226 of whom evidenced basic skills and were eligible for college-level courses, and 418 of whom were classified as skill-deficient. After the fall 1994 semester, 179 skill-deficient students had not remediated and 239 students had remediated. The college-level and skill-deficient students were compared on persistence and performance. Also examined were links between skill-deficient students' academic performance and their enrollment patterns in developmental education courses exclusively, college-level courses and remedial courses, and college-level courses only. Additional concerns were rates of remediation and types of problems (math only, language only, or both, and reading and/or writing deficiency, or both). Results support the following recommendations: skill-deficient students should be required to remediate upon initial enrollment; these students should be allowed to take college-level courses along with remedial studies, but language deficient and triple-deficient students should be encouraged to finish remediation before beginning college-level courses. In conclusion, the results point to guidelines for designing or revising policies governing developmental education programs. (Contains 11 references.) (SW)

ED 386 984 HE 028 565

Scott, Catherine; And Others
Single and Married Mothers as Students: Obstacles to Successful Completion of Study.
PUB DATE- Oct 93
NOTE- 10p.; Paper presented at the National Access and Equity Conference (1st, Newcastle, New South Wales, Australia, October 5-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Adult Education; *Adult Students; Dropout Attitudes; *Dropout Characteristics; Dropout Research; Dropouts; Educational Research; Foreign Countries; *Mothers; One Parent Family; School Holding Power; *Student Motivation
IDENTIFIERS- *Australia (New South Wales)

This paper, based on a questionnaire and interview study of 118 married and single mothers who had interrupted their studies at one of three New South Wales universities, explores the question of what factors prevent successful completion of study. A cluster analysis was performed on the responses to an item that listed 21 reasons for dropout. A four-cluster solution was accepted. Eleven participants in the first cluster identified the following difficulties: lack of money, child care, and self-confidence; lack of support; and their own ill health. The second group of eight was characterized as suffering from practical difficulties. The third cluster was the largest--74--and was characterized by role overload. The fourth cluster of 13 individuals named course dissatisfaction as their reason for leaving. Multivariate analyses revealed that the four groups were significantly different on age, age of youngest child, and motivation for return to study. The first group was significantly younger than the sample mean and had children who were younger than the mean. The second group was significantly older than the sample mean and reported high levels of interest and humanitarian self-actualization motivation for study. The third group's mean age and age of children were similar to the sample means. The fourth group members were of average age as were their children. The study concluded that student mothers did not form a homogenous group and difficulties they encountered related particularly to family life cycle stage. (YLB)

ED 386 539 CE 069 755

Scott, Catherine; And Others
Mothers and Students: Motivation for Return as a Predictor of Academic Success of Mature Age Female Students with Children.
PUB DATE- Jul 93
NOTE- 8p.; Paper presented at the National Conference of the Higher Education Research and Development Society of Australasia (19th, Sydney, New South Wales, Australia, July 2-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Adult Education; *Adult Students; Dropout Attitudes; *Dropout Characteristics; Dropout Research; Dropouts; Educational Research; Foreign Countries; Higher Education; *Mothers; One Parent Family; School Holding Power; *Student Motivation
IDENTIFIERS- *Australia

Instructional Materials; Interpersonal Competence; Leadership Responsibility; Learning Activities; Learning Modules; *Parent Child Relationship; *Parenthood Education; Parenting Skills; Parent Responsibility; *Parent Role; *Problem Solving; Secondary Education; State Curriculum Guides; Student Evaluation
IDENTIFIERS- *Ohio

This resource guide provides those teaching the Parenting core course area of the Ohio Work and Family Life Program an overview of the course content, teacher background information, learning activities, and assessment ideas. It has one teaching module for each process competency and each content competency in the Parenting and Process Competency units of the Ohio Competency Analysis Profile (OCAP). These modules appear in this guide in the same order in which the competencies are listed in the OCAP. The learning activities are written from the students' perspective, but teacher notes are included to assist teachers in conducting activities. The four process modules are as follows: managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role. The eight content modules cover the following topics: assessing the impact of the parenting role; growing within the parenting role; preparing for parenting; meeting developmental needs; building positive parent-child relationships; using positive guidance; accessing parenting information and support; and sharing nurturing between families and society. Each module consists of these components: module overview, including practical problem, process competency, competency builders, and supporting concepts; teacher background information with rationale, background, and list of references; learning activities; assessment (paper and pencil, classroom experiences, and application to real-life settings); and handouts. (YLB)

ED 386 557 CE 069 779

Job Profiling Guide. Results of 1995 Job Profiling Part of the Ohio Vocational Competency Assessment (OCVA) Package.
PUB DATE- 95
NOTE- 48p.; For the 1994 guide, see ED 375 286.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Agricultural Occupations; Allied Health Occupations; Auto Mechanics; Basic Skills; Carpentry; Competence; Entry Workers; Graphic Arts; *Job Skills; Occupational Home Economics; *Occupational Information; Office Occupations; Postsecondary Education; *Profiles; Secondary Education; Statewide Planning; Student Evaluation; *Vocational Education
IDENTIFIERS- *Ohio

This document presents results of job profiling workshops conducted as part of the Ohio Vocational Competency Assessment (OVCA) program. The first section describes how representatives of business, industry, labor, and community organizations identified academic skill levels needed by entry-level workers in the occupational areas covered by the Occupational Competency Analysis Profiles (OCAPs). It discusses the two assessment components of the OVCA package: the OCAP, which assesses students' occupational skills, and Work Keys, which measure students' applied academic skills. The second section

*Home Economics; Learning Activities; *Learning Processes; Learning Strategies; Lesson Plans; Money Management; Postsecondary Education; Secondary Education; Skill Development; Special Needs Students; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Process Skills

This guide is intended to help home economics teachers develop an issues-based curriculum using the home- and life-management content. The guide is intended to help teachers identify issues, teach process skills, and then apply those process skills to issues (content). The guide consists of five sections. Within each section, short discussions written by home economics teachers are followed by sample lesson plans and learning activities. A blank lesson plan form is also included. The first four sections cover the following topics: getting started; learning process skills first; applying process skills to identified issues in content areas (for example, employment, healthy family characteristics, life cycle roles, money management and budgeting, special needs students, and accountability); and classroom teacher experiences. The final section contains additional resources, such as quotations from educational leaders in support of teaching process and thinking skills; examples of objectives, goals, and outcomes in issue and process-based curricula; learning plan checklists; and seven references. (KC)

ED 386 575 CE 069 821

Camp, William G.
A National Study of the Supply and Demand for Teachers of Agricultural Education in 1994.
PUB DATE- Oct 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Educational Demand; *Educational Supply; Ethnic Distribution; National Surveys; Racial Distribution; Secondary Education; Sex; Tables (Data); *Teacher Recruitment; *Teacher Supply and Demand; *Vocational Education Teachers

The 30th annual national survey of the supply of and demand for teachers of agricultural education in the United States examined state, regional, and national supply and demand data for 1994. The supply data were collected from a survey of the head teacher educator in each agricultural education department with a program for specific preparation of teachers of agriculture at higher education institutions in the United States, and the demand data were collected in a survey of the individuals in charge of agricultural education at each state department of education. It was estimated that there were 10,234 agriculture teachers (9,435 of whom were white and non-Hispanic) in the United States in 1994. The total number of openings and net number of openings for new agriculture teachers were estimated at 992 and 694, respectively. It was further estimated that only 643 newly qualified agriculture teachers would be seeking teaching positions and 441 would not be seeking teaching positions, thereby leaving 40 positions unfilled as of September 1, 1994. It was concluded that research is needed to determine why individuals enroll in and complete teacher education programs but decide not to seek teaching positions. (Fourteen tables and 18 references are included.) (MN) education and industrial training and a course titled Business and Industrial Cooperation are offered as elective courses in DMMMSU's graduate college. During the past 10 years, DMMMSU's cooperative education and industrial training program has been shown to offer the following benefits: (1) a balance has been established between theory and practice; (2) students have developed a better understanding of their chosen industries/careers; (3) students are able to be useful and productive immediately upon entering their chosen profession; (4) students' interest in their field of specialization has increased; (5) contacts between faculty and industry have increased; (6) faculty have been better able to meet the criteria established for faculty retention, tenure, and promotion; and (7) an avenue for technology transfer between DMMMSU and industry has been opened. Contains five references. (MN)

ED 386 594   CE 069 890

Martens, Margaret Hosmer, Ed.; Mitter, Swasti, Ed.
Women in Trade Unions: Organizing the Unorganized.
PUB DATE- 94
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Agricultural Laborers; Case Studies; Comparative Analysis; Developed Nations; Developing Nations; *Employed Women; Employment Level; Employment Patterns; *Equal Opportunities (Jobs); Foreign Countries; Homemakers; Household Workers; Labor Education; *Labor Relations; *Quality of Working Life; Rural Areas; Self Employment; Sex Discrimination; Sex Fairness; *Unions; *Work Environment
IDENTIFIERS- Africa; Australia; Canada; Caribbean; India; Informal Sector; Italy; Latin America; Netherlands

This book contains a comparative survey of efforts to organize female workers in trade unions in both developing and industrialized nations and 19 case studies of efforts to organize female workers in selected occupations. The following papers are included: "A Comparative Survey" (Swasti Mitter); "The Union of Women Domestic Employees, Recife, Brazil" (Marie Anderfuhren); "Unions and Domestic Workers in Mexico City" (Ruth Joffre Lazarini, Olivia Martinez); "The Namibia Domestic and Allied Workers' Union" (Magano Nangombe); "Migrant Women as Domestic Workers" (Margaret Hosmer Martens); "Conclusions to Part II" (Margaret Hosmer Martens); "Organizing Homeworkers in the Informal Sector" (Jane Tate); "Introduction to Part IV" (Margaret Hosmer Martens); "Workers' Education for Women Members of Rural Workers' Organizations in Africa" (Kathini Maloba-Caines); "Workers' Education for Women Members of Rural Workers' Organizations in Asia" (Neena Hari-Correa); "Workers' Education for Women Members of Rural Workers' Organizations in Central America and the Dominican Republic" (Maritza Delgado Gonzalez); "Experience in Organizing Women in the Informal Sector in India" (Margaret Hosmer Martens); "The Working Women's Forum: A Case Study of Leadership Development in India" (Claire L. Bangasser); "Trade Unions and Workers in the Informal Sector in Burkina Faso" (Mamounata Cisse); "Trade Unions and Women Workers in the Rural and Informal Sectors in Cote d'Ivoire: The Case of SYNAFSI National Union of Informal Sector Women " (Mahan Gahe Basile); "The Informal Sector in an Industrialized Country: Textile and Garment Workers in Northern Italy" (Vicky Franzinetti); "Introduction to Part VI" (Margaret poverty level and the proportion of Indiana youths living below the poverty line. "Youthism," or adults' negative attitudes toward young people, also was explored. Many students ascribed negative attitudes to these adults. Many students felt there were no real solutions to these prejudicial attitudes and behaviors in their schools. Most, however, felt that attitude change had to come from individual willingness to learn to respect and accept others for who they are. The individual and group questionnaires are included. (KW)

ED 386 613   CG 026 397

Armstrong, Matthew
Creating a Positive Educational Environment for Gay and Lesbian Adolescents: Guidelines and Resources for Staff Development, Curriculum Integration, and School-Based Counseling Services.
PUB DATE- 15 Jan 94
NOTE- 79p.; Master's Practicum Project, Heidelberg College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescent Development; Adolescents; Counseling; Educational Opportunities; Homophobia; *Homosexuality; Lesbianism; *Public Schools; Secondary Education; Sexual Harassment; *Sexual Identity; *Social Bias; *Social Discrimination; Suicide

This project presents guidelines and resources for dealing effectively and positively with homosexuality in public schools. As the gay rights movement progresses and the civil rights of homosexual persons continue to receive legal affirmation, gays and lesbians who have kept their sexual orientation hidden will become more open about their personal lives. School systems must be prepared for gay and lesbian adolescents to seek affirmation of their identities as well. Suggestions are given for staff development that encourage teachers, counselors and administrators to examine and challenge personal biases, gain an understanding of the plight of the homosexual adolescent, and promote comfortable discussion of homosexuality in school. Participants are introduced to information regarding homosexuality that is based on scientific research and is in compliance with the standards of the American Psychiatric Association, American Counseling Association and National Education Association. Schools are encouraged to set policies that discourage discrimination on the basis of sexual orientation and that promote a healthy educational environment for all students. Twenty-eight appendixes constitute two-thirds of the document. Methods of counseling and intervention with homosexual students and their parents are presented, in addition to lesson plans that appropriately incorporate homosexual themes into current high school curricula. Resources for self-help and ongoing education are also offered, along with an attitudes and behaviors questionnaire and discussion questions. (Contains 41 references.) (KW)

ED 386 614   CG 026 400

Britton, Paula J.; And Others
A Confirmatory Factor Analysis of the Child Behavior Checklist: An Exploration of Age and Sex Differences.
PUB DATE- 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL,

the public with the individual interests of employees, within the framework of board policies and administrative procedures, the Code of Iowa, federal limitations, and provisions of negotiated agreements. Input evaluation focuses on departmental responsibility for the allocation of $153,297,746, or approximately 88% of the $174,250,000 total salary amount of the district. Allocation of other benefits such as sick leave days, travel expenditures, and funds for substitute teachers and teacher associates is also addressed. Process evaluation focuses on departmental support of District Improvement Plan goals that focus on use of human resources of the district to fulfill the mission and goals of the district. Product evaluation examines the district's progress in its goals to employ more ethnic minority staff and females in administrative positions, to assure the implementation of identification and employment of the best qualified teaching candidates, and to provide a safe work environment for students and staff. Future needs identify 11 areas that need development. These include hiring the best candidates, performance evaluation systems, additional staffing, and technology. A glossary is included. (JBJ)

ED 386 634   CG 026 450

Cassell, Joan R.
Improving Self-Control in Upper Elementary Students through a Program of Character, Civic, and Social Education.
PUB DATE- 95
NOTE- 61p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescent Development; Attitude Change; Behavior Change; *Behavior Development; Behavior Modification; Behavior Problems; Child Behavior; *Citizenship Education; Counseling; Curriculum Development; *Elementary School Students; Emotional Development; Grade 4; Grade 6; *Guidance Programs; Intermediate Grades; Interpersonal Communication; Intervention; *Moral Development; School Counseling; *Self Control; Student Behavior

This practicum was designed to improve students' ability to determine appropriate behavior for various places within the school and to learn self-control to comply with expectations. Specifically, the practicum intended to decrease the number of referrals to administrators and the counselor for out-of-control student behavior and decrease the number of observable out-of-control behaviors in the cafeteria, library, and playground. Students involved in the program included 237 4th and 6th graders. "We the People" text was used to include lessons on citizenship. Focus was placed on one positive character trait and one social skill each month. The program was enriched through role-play, debates, and literature. Upon completion of the implementation, analysis of the data revealed a 34% decrease in the number of administrative referrals, and a 49% decrease in observable out-of-control behaviors. The data was analyzed through a comparison of the results of systematic collection and categorization of administrative and counselor referrals before and after implementation and through comparison of the frequency of behaviors before and after implementation. The instrument used for observation was an observation frequency chart. (Author/JBJ)

ED 386 635   CG 026 451

Wise, Janet M.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; Elder Abuse; Low Income Groups; *Older Adults; Physical Disabilities; Voluntary Agencies; *Volunteers; *Volunteer Training
IDENTIFIERS- Kentucky (East)

The goal for this project was to recognize the volunteers at the beginning of the project and to focus on a program to increase the utilization of volunteers in essential service delivery to at-risk persons in the Big Sandy region of eastern Kentucky. A diverse committee made up of business, education, civil leaders, service providers, and volunteers was assembled to accomplish the goals of this project. The committee initiated the following actions: (1) the current volunteer system was evaluated to determine its strengths and weaknesses; (2) instruction was developed to teach service providers to recruit, train, retain, and recognize volunteers; and (3) the actual program was implemented. Results showed that the program was a success. Data collected relative to volunteer service showed and increase in the number of individuals receiving service. The number of volunteers increased from 199 during the first week to 549 at the end of the project. The number of volunteer hours of service per week almost tripled during the year of the project. Appendices, comprising over half the document, include the following: (1) volunteer participation; (2) director's project evaluation; (3) volunteer's project evaluation; and (4) the volunteer packet. (SR)

ED 386 656 CG 026 479

Gillig, Scott E.; Gillig, Pamela A.
Depressed Moods in University Students: Induced and Reversed Using Self-Reference Statements.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Depression (Psychology); Emotional Problems; Higher Education; Moods; Psychological Patterns; Sadness
IDENTIFIERS- Multiple Affect Adjective Checklist; *Self Reference (Psychology); Velton Mood Induction Procedure

The purpose of this study was to induce and reverse depressed moods using the Velten mood induction procedure. Forty-eight non-depressed university students (mean age, 32 years), were assigned to three groups. Depression-reversal subjects read negative then positive reversal self-reference statements. Depression-neutral group subjects read negative then neutral statements. Control subjects read neutral statements. Dependent measures included; the Multiple Affect Adjective Check List Depression Scale (MAACL-D) and writing speed. Both experimental groups had more depressed moods (p .0005) and wrote fewer numbers (p .01) following depression induction. The depression-reversal group no longer had depressed moods (p .0005) following depression reversal. The three groups differed in mood levels after depression reversal on the MAACL-D, demonstrating effectiveness of the depression reversal procedure (p .00005). Findings are consistent with Beck's (1967, 1973, 1980) cognitive theory of depression that thinking leads to moods. (Contains 35 references.) (Author)

ED 386 657 CG 026 480

to facilitate the healthy functioning of their clients. Also included in this document are tables and appendices that display the results of the subjects scores of love style perception. Contains 28 references. (Author/SR)

ED 386 677 CG 026 560

Camerer, M. C.; Capps, Emerson

Raising Other People's Kids: A Guide for Houseparents, Foster Parents, and Direct Care Staff.

PUB DATE- 95

NOTE- 175p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Child Development; Communication Skills; Conflict Resolution; *Foster Family; Intellectual Development; *Interpersonal Competence; Moral Development; Resident Advisers; Stress Management

This guide is designed to teach foster parents, direct care providers, and house parents how to help children develop interpersonal relationship skills. The book focuses on developing the whole child through intellectual, psychological, and moral development. Specific techniques for creating a nurturing environment for children are discussed, as well as techniques for improving child self-esteem and teaching children self-control. Chapters are as follows: (1) Introduction; (2) How Little Kids Think; (3) How Older Kids Think; (4) How Kids Think About Right and Wrong; (5) Creating a Moral Climate; (6) How Kids Develop Psychosocially; (7) The Identity Crisis; (8) Improving Children's Self-Esteem; (9) Motivating Kids to Be Responsible and Have Self-Control; (10) How to Teach Kids; (11) Disciplining Kids; (12) Living in a Fishbowl; (13) Communicating Better with Kids and Co-Workers; (14) Resolving Conflict for Kids and Co-Workers; (15) Advice from Houseparents; and (16) Handling Stress. Includes an index. (SR)

ED 386 678 CG 026 562

Shmurak, Carole B.

Attitudes and Aspirations of Female Adolescents: A Longitudinal Study-in-Progress.

PUB DATE- Apr 95

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Aspiration; *College Planning; *Females; *Nontraditional Occupations; Objectives; Secondary Schools; Sex Stereotypes; *Single Sex Schools; *Student Attitudes

This paper describes a longitudinal study which followed a group of young women through high school and college. The purpose of this study was to determine the relationship between: (1) aspirations and achievement of young women; (2) the relative influence of high school and college on career choice in young women; and (3) the interactions between various kinds of high

NOTE- 44p.; For 1992-93 report, see ED 375 376.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Intervention; Elementary School Students; Grade 1; Grade 2; *High Risk Students; *Instructional Effectiveness; Outcome Based Education; Parent Participation; Primary Education; Program Effectiveness; *Reading Instruction; *Reading Programs; Reading Research; Urban Education; Writing Instruction
IDENTIFIERS- Columbus Public Schools OH; *Emergent Literacy; *Ohio Reading Recovery Program

A study evaluated the Early Literacy program that served 2,280 underachieving pupils in grades 1 and 2 in the Columbus, Ohio, public schools. These students appeared unlikely to learn to read successfully without additional reading instruction. The program featured small group instruction for these pupils each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. Results indicated that: (1) of a treatment group of 1,547 pupils, 1,117 (72.2%) displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information); (2) of the 1,506 treatment group pupils with available retention data, 1,366 (90.7%) were promoted; (3) 810 (67.8%) grade 1 pupils read 5 or more books at level 8 or above and 201 (81%) grade 2 pupils independently read at least 10 books; (4) normal curve equivalent (NCE) gains in Total Reading for grade 2 pupils was 3.22 NCEs, with discontinued pupils having an average gain of 8.34 NCEs and not discontinued pupils having an average gain of 1.25 NCEs; and (5) 1,956 different parents or guardians were involved in the program, and 3,804 contacts were made by these individuals. Findings suggest continuation of the program with consideration given to 5 areas of concern. (Contains 8 tables of data. Appendixes present the Concepts about Print scoring sheet, a matrix of data, teacher census form, a calendar worksheet/parent involvement log, evidence.) (RS)

ED 386 697 CS 012 255

Pollock, John S.
Reading Recovery(TM) Program 1993-94. Final Evaluation Report.
PUB DATE- 94
NOTE- 47p.; For the 1991-92 report, see ED 358 440.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Intervention; Elementary School Students; Grade 1; *High Risk Students; *Instructional Effectiveness; Outcome Based Education; Primary Education; Program Effectiveness; *Reading Programs; *Remedial Reading; Urban Education
IDENTIFIERS- Columbus Public Schools OH; *Ohio Reading Recovery Program

A study evaluated the effectiveness of the 1993-94 Reading Recovery program as implemented in the Columbus, Ohio, public schools. The program featured individualized one-on-one lessons provided by 61 specially trained teachers serving 402 pupils. Data included results of administration of Metropolitan Achievement Tests and Scott Foresman text reading level testing. Pupils included in the final analyses for Desired Outcomes 1, 2, and 3 must have received 60 or more as the following: (1) call attention to the conventions of print while writing down children's dictation; (2) point out the uses of print materials (such as phone books, storybooks, shopping lists, greeting cards, menus, and magazines) as children use these materials in dramatic play; and (3) model reading behavior by reading when the children are reading (such as during a library or rest period). J. A. Brewer (1992) suggests that children pass through a number of stages in literacy development, including the scribble stage, the linear repetitive stage; the random letter stage, the letter-name or phonetic stage, the transitional spelling stage, and the conventional spelling stage. Early literacy is believed to contribute to success in learning at each level. (Contains 10 references.) (TB)

ED 386 717 CS 215 013

Grubbs, Katherine
Gender In-Difference: Rethinking Ideologies On-Line.
PUB DATE- Mar 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Computer Networks; *Computer Uses in Education; Electronic Classrooms; *Electronic Mail; Feminism; Higher Education; *Sexism in Language; Sex Role; Student Reaction; *Writing Instruction
IDENTIFIERS- Computer Assisted Writing; Conversation; *Gender Issues

On-line writing can disrupt conventions; it can challenge the way writers write in the classroom; however, after logging off, the writer re-enters the academy and its more traditional ways of inscribing student subjectivities. The question is asked if educators, when arguing for the freedom of electronic classrooms, are taking into consideration the material conditions in which students write outside of the classroom? On-line conversations may create the sense that the writer works and speaks in a safe, unconstrained and ideologically empty space--in a space where he or she is not physically identified and categorized. Computer users might ask why they find themselves searching for a face and a body given that pseudonyms are framed as the most "freeing" of ways to challenge limiting and restrictive identities. Maybe they have to satisfy surprisingly essentialist needs for a visible connection between writing and writer. This act of "naming" that computer users perform either unconsciously or consciously could be read as perpetuating society's hegemonic namings. By calling some anonymous writer "female" or "woman" after reading her entries, perhaps computer users are merely re-subscribing to the strategies of the dominant essentialist voice--re-inscribing a gendered self to the self that they had been so euphoric about deconstructing or exploding on screen in writing. It is concluded that what on-line writing does is mystify and obscure the "material" imprints of institutional patriarchy, imprints that students will have to deal with when writing outside the classroom. (TB)

ED 386 718 CS 215 014

based upon the premise that students assimilate their perceptions of a text most fully by writing in response to reading. (Contains nine references.) (RS)

ED 386 735 CS 215 033

Pomeroy, Robert W.
Introducing Electronic Reports. Connecting Scholarship Series.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Audience Awareness; Data Processing; *Editing; Electronic Publishing; *Electronic Text; Fair Use (Copyrights); Higher Education; Program Development; Scholarship; *Technical Writing; Text Structure; *Writing Processes
IDENTIFIERS- *Report Format

Designed to be a "road map," this guide introduces an approach to producing "electronic reports," documents that fuse computer-based methods with traditional research techniques. The guide emphasizes four stages--planning, inquiry, analysis, and expression. The chapter on planning discusses defining objectives, flowcharting, project scheduling, and outlining. The following chapter on inquiry addresses evidence, bibliographies and notetaking, establishing electronic links, electronic searchers, and handling data. The third chapter on analysis discusses evaluating quality, evaluating quantity, and using images. The last chapter on expression addresses fair and legal use, editing and formatting the written report, and oral and electronic presentations. A bibliographic essay is attached. (RS)

ED 386 736 CS 215 034

Kovacs, Deborah
Meet the Authors: 25 Writers of Upper Elementary and Middle School Books Talk about Their Work.
PUB DATE- 95
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Authors; *Childrens Literature; Class Activities; *Creative Writing; Intermediate Grades; *Interviews; Junior High Schools; Middle Schools; *Profiles; *Writing for Publication
IDENTIFIERS- Author Text Relationship; Professional Writing; Trade Books; *Voice (Rhetoric); Writing Style

This collection of interviews with authors of children's literature is organized so that young people can use it with or without directions from the teacher. The collection can be used in two ways: to give a reader background and insight into the writing approaches taken by an author whose book is being read, or to make known new or unfamiliar writers. Each author in the collection has designed writing activities to accompany his or her profile, and it is hoped that the author's voice comes through in the activities. The 25 authors in the collection are: Avi, James Lincoln Collier and Christopher Collier, Susan Cooper, Robert Cormier, Chris Crutcher, Paul Fleischman, Paula Fox, S. E. Hinton, Will Hobbs, M. E. Kerr (Marijane Meaker), Julius Lester, Janet Taylor Lisle, Margaret Mahy, Gloria D. Miklowitz, Nicholasa Mohr, Michael Morpurgo, Katherine cultures, and languages within national borders, which themselves are revised constantly. The collection is organized thematically into 5 extensive sections: (1) Uprooting; (2) Performing; (3) Naming; (4) Negotiating; and (5) Re-Envisioning. Poems in the collection are by Amiri Baraka, Louise Erdrich, Ishmael Reed, Marge Piercy, Naomi Shihab Nye, Ntozake Shange, and Lorna Dee Cervantes, among others. The collection concludes with brief biographies of the poets. (NKA)

ED 386 754 CS 215 066

Schwartz, Marilyn
Guidelines for Bias-Free Writing.
PUB DATE- 95
NOTE- 111p.; A project of the Task Force on Bias-Free Language of the Association of American University Presses.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Bias; *English; Faculty Publishing; Higher Education; *Language Attitudes; Publishing Industry; *Sexism in Language; *Writing for Publication
IDENTIFIERS- *Scholarly Writing; *University Presses; Writing Contexts

Intended to promote bias-free and non-sexist language in scholarly writing, this book was developed after a 1988 survey undertaken by the American Association of University Presses indicated that scholarly publishing was lagging behind other areas of publishing in adopting correct language usage. The book is the result of the work of a task force on bias-free language and encompasses recommendations from many individuals and organizations. It offers a set of guidelines for gender-neutral and bias-free language that can be implemented by university presses. The book provides concise, practical chapters on usage in gender, race, ethnicity, citizenship and nationality, religion, disabilities, sexual orientation, and age. (NKA)

ED 386 755 CS 215 067

Everhart, Nancy
How To Write a Term Paper. Revised Edition. A Speak Out, Write On! Book.
PUB DATE- 94
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Audience Awareness; College Students; *Computer Uses in Education; *Expository Writing; Higher Education; *Research Papers (Students); *Research Skills; *Writing Processes; *Writing Skills
IDENTIFIERS- Writing Contexts

After defining exactly what a term paper is, this book discusses the steps in writing a term paper, including choosing a topic, doing library research, writing an outline, taking notes, This paper focuses on the role that electronic mail, specifically CEDA-L (the Cross Examination Debate Association listserv) and NDT-L (National Debate Tournament listserv), play in the development of debate theory. The tabula rasa paradigm is chosen as the case study. Through a rhetorical analysis of the postings regarding tabula rasa and limited intervention, trends in argument development can be detected. The paper begins with an overview of electronic mail in college debate and an overview of the theory concerning tabula rosa provided by scholarly literature. The paper then moves to a consideration of the trends that can be discerned from the postings on CEDA-L concerning tabula rasa and limited intervention. Finally, the paper concludes with a presentation of the implications of electronic mail and debate theory. The conclusions are generally positive, in that the electronic mail network contributes positively to the development of debate theory. Contains 29 references. (Author/RS)

ED 386 773 CS 509 039

Chandler, Daniel Ross
The Academy: The Parliament of the World's Religions.
PUB DATE- 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communication Research; Global Approach; *Intercultural Communication; *Interdisciplinary Approach; *Interfaith Relations; *Meetings; *Religion; Religious Education; *Religious Organizations; Scholarship
IDENTIFIERS- Academicians; *Internationalism; Religious Movements; Religious News

This paper describes the international interdisciplinary academic conference that was a central component of the World Parliament of Religions that convened in Chicago (Illinois) during the summer of 1993. The Parliament was held from August 28 through September 4, and that there were approximately 8,633 official registrants from 56 nations, representing about 125 religious and interreligious organizations and associations. Pointing out that nearly 60 scholars from around the world were selected to present academic papers before the Academy of the Parliament, the paper also notes that there were nearly 600 plenary sessions, presentations, workshops, and religious celebrations at the conference. After presenting a historical overview of events leading to the convening of the first parliament in Chicago in 1893, the paper then provides a historical context for the 1993 conference, examining events and circumstances leading up to the contemporary conference from a communication research perspective. The paper concludes that studying the "new religions" as the conference did assists persons in comprehending contemporary cultural conditions and in predicting the possibilities for future religious developments. (Includes 96 notes.) (NKA)

ED 386 774 CS 509 042

Crump, Charla A.
Television Violence and Behavior: The Effects of Television Violence on Children.
PUB DATE- Sep 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Texas Speech Communication Association (Houston, TX, September 1995).

KERA in the classroom. Requirements for creating an effective public voice include: (1) get people's attention (redefine a negative situation as solvable); (2) be credible; (3) provide thoughtful solutions; (4) select issues and focus on them; (5) form a creative alliance; and (6) be persistent. The committee is challenged to engage more people, especially parents, and to keep policy on track in a highly volatile political atmosphere. (LMI)

ED 386 793 EA 027 002

Daresh, John C.; Playko, Marsha A.
Supervision As a Proactive Process: Concepts and Cases. Second Edition.
PUB DATE- 95
NOTE- 397p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Interprofessional Relationship; *Leadership Qualities; Organizational Climate; *Organizational Theories; Personnel Evaluation; Professional Development; *School Supervision; *Supervisory Methods; Teacher Administrator Relationship; *Theory Practice Relationship

This book emphasizes the development of skills, knowledge, and attitudes consistent with proactive supervision. Part 1 contains three chapters that examine the tradition and context of educational supervision. The first chapter reviews the different approaches to supervisory practices, and chapter 2 describes how supervisors build effective practices based on personal assumptions. The third chapter reviews controversies within the field. Four chapters in part 2 focus on connecting theory to practice and present theories that can serve as analytic tools by which to guide action proactively. The role of theory in improving practice is described in the fourth chapter. Chapters 5-7 present theories of organizational analysis, leadership, and motivation. The third part contains four chapters which deal with the realities of supervision. The chapters discuss specific, ongoing concerns of effective, proactive supervisors--communicating, facilitating change, exercising power, and handling conflict. Part 4 on working with people has four chapters which offer strategies for working with people in the school system, particularly, for developing curriculum and evaluating teachers, students, and programs. The fifth part has models for supervision. Four chapters review clinical supervision, staff development, and future trends and issues in supervisory practice. Suggested activities, case-study scenarios, and references accompany each chapter. Twenty-two figures are included. (LMI)

ED 386 794 EA 027 003

Shoop, Robert J.; Edwards, Debra L.
How To Stop Sexual Harassment in Our Schools: A Handbook and Curriculum Guide for Administrators and Teachers.
PUB DATE- 94
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

their capacity and desire to continue learning. The premise of this mission is based on John Dewey's notion that the most important attitude that can be formed is that of desire to go on learning. The book inquires into fundamental educational questions and the assumptions upon which particular policy initiatives are based. Chapters 2 through 8 each focus on a single question: What should our educational aspirations be? What should be taught in school? What is the nature of teaching and how can teaching be improved? How shall educators be held accountable? Who should have ultimate authority in education? How should educators deal with social inequalities? and Why is it so difficult to reform schools? An index is included. (Contains 71 references.) (LMI)

ED 386 812　　　　EA 027 026

Lappe, Frances Moore; Du Bois, Paul Martin
The Quickening of America: Rebuilding Our Nation, Remaking Our Lives.
PUB DATE- 94
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Change Strategies; *Citizen Participation; Community Cooperation; Community Development; Community Resources; *Democracy; *Democratic Values; Elementary Secondary Education; Intergroup Relations; *Public Service; *Social Change

This book highlights the role of citizens in solving public problems. Part 1 presents the insights of several successful Americans to show why the rethinking of self-interest, power, and public life is the key to bringing new meaning into the lives of Americans. Part 2 describes changes occurring across the United States, which are conceptualized as "a quickening in the evolution of democracy." It describes the efforts of citizens involved in tackling some of the country's biggest problems--in education, government, human services, employment, and the media. Examples of ways in which people have applied the concepts in part 1 are also described, with a focus on shared decision making. Part 3 examines the skills needed in order to be effective in one-on-one or group interactions. The qualities of character that can be cultivated for enhancing one's life are also discussed. The book closes with a discussion about what it means to abandon the search for any fixed model of the "good society" and embrace instead a "living democracy." Worksheets, an index, and list of resources are included. References accompany each chapter. (LMI)

ED 386 813　　　　EA 027 027

Heath, Douglas H.
Schools of Hope: Developing Mind and Character in Today's Youth. The Jossey-Bass Education Series.
PUB DATE- 94
NOTE- 444p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Critical Thinking; *Educational Change; *Educational Philosophy; Elementary Secondary Education; Ethical Instruction; Interpersonal Competence; *Maturity (Individuals); *Moral Values; *Personality

community representatives. The handbook describes the background of and policy regarding school councils. It offers guidelines for appropriate meeting agenda, operations, membership, and the role of the school board. Practices used in other provinces are highlighted. Answers to frequently asked questions about the school-council process and an index are included. Appendices contain section 17 of the School Act and School Council Regulation, Alberta regulation 124/95 as mandated in the School Act. Contains six references. (LMI)

ED 386 832 EC 304 154

Tomlinson, Carol Ann
Gifted Learners and the Middle School: Problem or Promise? ERIC Digest E535.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academically Gifted; Cooperative Learning; Curriculum Development; *Educational Philosophy; *Educational Practices; Equal Education; Excellence in Education; Grouping (Instructional Purposes); Heterogeneous Grouping; Inclusive Schools; Interdisciplinary Approach; Intermediate Grades; *Interprofessional Relationship; Junior High Schools; *Middle Schools; Student Centered Curriculum; Student Needs
IDENTIFIERS- ERIC Digests

This information digest provides an overview of some areas of agreement between the fields of gifted education and middle school education, some areas of tension, and some promising directions that could engage educators in mutual planning of appropriate services for all middle school students, including the gifted. Shared beliefs include the value of instruction that is theme based, is interdisciplinary, and fosters student self-direction and independence. Problems between gifted and middle-level education exist in the areas of excellence versus equity, emphasis on heterogeneity, use of labels, ambiguity about appropriate middle school curricula, use of cooperative learning as an instructional strategy, attention to affective needs of early adolescents, and general tension. For each problem area, promising directions are listed, such as emphasizing appropriately differentiated instruction in heterogeneous classrooms, emphasizing problem-based strategies rather than skill-focused strategies in cooperative learning activities, planning for both achievement and belonging for advanced learners, and acknowledging strengths and contributions of both practices. (Contains 18 references.) (DB)

ED 386 833 EC 304 221

Voices of Freedom: America Speaks Out on the ADA. A Report to the President and Congress.
PUB DATE- 26 Jul 95
NOTE- 264p.; Prepared under contract by Macfadden & Associates, Inc.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accessibility (for Disabled); *Change Agents; Civil Liberties; *Civil Rights Legislation; *Compliance (Legal);

placement alternatives (self-contained classes, partial mainstreaming, social mainstreaming, and full mainstreaming). The report then synthesizes the research in five chapters on the following areas: (1) assistive technology for education, including listening aids, visually based aids, and computer systems; (2) receptive skill development (audition and speech reading); (3) English language development and refinement; (4) media, materials, and technology for the development and educational use of American Sign Language; and (5) speech development. For each area, existing materials, developmental needs, and criteria and guidelines for optimal tools are discussed. Limitations of the research are also identified. An executive summary is included. (Individual chapters contain references.) (DB)

ED 386 851 EC 304 240

Kaplan, Harriet; And Others
Research Synthesis on Design of Effective Media, Materials and Technology for Deaf and Hard-of-Hearing Students. Executive Summary. Technical Report No. 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 29 Dec 93
NOTE- 15p.; For full report, see EC 304 239.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Assistive Devices (for Disabled); Deafness; *Educational Media; Educational Methods; *Educational Technology; Elementary Secondary Education; *Hearing Impairments; Instructional Materials; Language Acquisition; Partial Hearing

This executive summary of a research synthesis on media, materials, and technology (MMT) which provide access to education for deaf and hard of hearing children from early childhood through eighth grade summarizes findings concerning: (1) assistive technology for education, including listening, visually based, and computer systems; (2) receptive skill development (audition and speech reading); (3) English language development and refinement; (4) media, materials, and technology for the development of American Sign Language; and (5) speech production teaching. (DB)

ED 386 852 EC 304 241

Horner, Robert H.; And Others
Research Synthesis on Educational Strategies for Students with Severe Intellectual Disabilities. Technical Report No. 3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 10 Jan 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Development; Educational Change; *Educational Objectives; *Educational Strategies; Elementary Secondary Education; Inclusive Schools; *Instructional Development; Instructional Effectiveness; *School Restructuring; *Severe Mental Retardation; Social Integration; Staff Role; Student Behavior; Teaching Methods

This monograph presents a synthesis of the literature on the educational tools and procedures used with students who have

ED 386 870 EC 304 259

Dornbush, Marilyn P.; Pruitt, Sheryl K.
Teaching the Tiger: A Handbook for Individuals Involved in the Education of Students with Attention Deficit Disorders, Tourette Syndrome or Obsessive-Compulsive Disorder.
PUB DATE- 95
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Attention Deficit Disorders; *Classroom Techniques; College Entrance Examinations; Computer Assisted Instruction; Computer Software; Computer Uses in Education; Definitions; Educational Environment; Educational Legislation; *Educational Practices; Elementary Secondary Education; Emotional Disturbances; Federal Legislation; Individualized Education Programs; Interpersonal Competence; Intervention; Measures (Individuals); *Neurological Impairments; Student Educational Objectives; Student Evaluation; Student Placement; Symptoms (Individual Disorders); *Teaching Methods; Therapy
IDENTIFIERS- American College Testing Program; Family Educational Rights and Privacy Act 1974; Individuals with Disabilities Education Act; *Obsessive Compulsive Behavior; Rehabilitation Act 1973 (Section 504); Scholastic Assessment Tests; Testing Accommodations (Disabilities); *Tourette Syndrome

This book provides practical guidance concerning children with the neurological impairments of attention deficit disorder, Tourette syndrome, or obsessive-compulsive disorder. Section 1 focuses on helping those without neurological impairments understand these conditions. Topics covered include definitions, the deregulated arousal system, psychological consequences, and treatment (including school interventions). Section 2 is on effectively educating a child whose neurological impairments make traditional classroom techniques less effective. Topics covered are teacher and peer education, classroom modifications, academic interventions, pitfalls, and social skills. Section 3 discusses computer use, with subsections on the impact of computers on productivity and learning, types of programs most often used in schools, problem areas addressed by use of computer technology, and other concerns related to computer use. Section 4 addresses evaluation/assessment and lists tests for 12 areas. The Individualized Education Plan (IEP) is the subject of section 5. It considers the IEP's purpose, information included in the IEP, an IEP meeting checklist and tips for parents, guidelines for IEP annual goals/short-term objectives, testing modifications, and placement. Section 6 examines modifications for college admissions testing, including Scholastic Aptitude Testing and the American College Testing program. Section 7 summarizes the federal laws pertaining to students with disabilities, including the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973 (Section 504), and the Family Educational Rights and Privacy Act. Five appendices provide examples of educational strategies and work samples, lists of computer software packages by subject, relevant legal documents, a 43-item reading list, and a list of organizations. (DB)

ED 386 871 EC 304 260

activities which can be completed in conjunction with student activities. Specific topics include: qualities of a good friend, family members, listening and compromising, obtaining information, reading on the job, improving math skills, studying, taking notes, making a budget, using a timetable during travel, driving and car insurance, home repairs, preparing a meal, job skills, finishing high school, interviewing for work, personal values, drinking, teenage pregnancy, acquired immune deficiency syndrome, stressful events, adjusting to change, and setting realistic goals. (SW)

ED 386 887 EC 304 278

Sprick, Randall S.; Howard, Lisa M.
The Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans for Grades K-9.
PUB DATE- 95
NOTE- 839p.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Behavior Modification; *Behavior Problems; *Classroom Techniques; *Discipline; Elementary Secondary Education; *Intervention; Student Behavior; Student Motivation
IDENTIFIERS- *Behavior Management

This reference is intended to provide teachers with a wide variety of intervention plans for responding to behavior, discipline, and motivation problems. While most interventions are based on behavioral research, others are derived from counseling, Adlerian psychology, social learning theory, and cognitive/behavior modification approaches. An introduction describes the overall organization of the book and explains how to use it. The bulk of the book consists of a listing of approximately 100 common classroom problems. For each problem, general considerations are offered, followed by model intervention plans for differing levels of problem severity and suggested steps for developing and implementing an intervention plan. For a few problem behaviors, there are not suggested plans because the behavior involves complex issues. In these cases a reference for a more comprehensive text is provided. Examples of the problems addressed include: absenteeism, aggression, apathetic behavior, babyish behavior, bossiness, chair tipping, cheating, complaining, dawdling, depression, disrespectful behavior, drug use, fighting, forgetting materials, homework issues, hygiene problems, lying, passive resistance, perfectionism, self-concept problems, stealing, and problems in work completion. Three appendices provide additional information on the topics of reinforcing appropriate behavior, assigning responsibilities to jobs, and responding to inappropriate behavior. (Contains 77 references.) (DB)

ED 386 888 EC 304 279

Beninghof, Anne M.; Singer, Anne Louise T.
Ideas for Inclusion: The School Administrator's Guide.
PUB DATE- 95
NOTE- 147p.; For the classroom teacher's guide, see ED 367 094.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

upper elementary grades; a model for analyzing underachievement in terms of the peer society; preservice teachers' perceptions of the label "gifted-talented-creative"; long-term effects of educational enrichment during infancy; gifted students in restructured middle schools; cultural differences and young gifted children; misbeliefs about intelligence among psychologists, teachers, school administrators, and parents; narrative language differences between gifted/learning disabled (LD) and nonLD/gifted adolescents; active learning and young gifted children; lifespan achievement of gifted women of color; enhancing gendered interpersonal abilities through drama and theater; problem solving in multiple intelligences with Native American and Hispanic children; advanced development in the social domain among gifted girls; an analysis of the early years of the Brontes at Haworth; creativity and race; differences between gifted teachers', regular classroom teachers', and undergraduate education majors' expressed value of empowered behavior for gifted children and children in general; backroom decision making in gifted education; career development of talented teenage musicians; artistic talent and creativity; the relationship of societal competence to parental expectation and individual potential; comparison of inductive and deductive methods of teaching writing in an inner-city school; gifted education in South Africa; and psychosocial diversity. (DB)

ED 386 906   EC 304 300

The Emotional Price of Excellence. Abstracts of Selected Papers from The Annual Esther Katz Rosen Symposium on the Psychological Development of Gifted Children (5th, Lawrence, Kansas, September 8-9, 1995).
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; Child Development; Cognitive Development; *Coping; Educational Needs; Elementary Secondary Education; *Emotional Development; Emotional Disturbances; *Emotional Problems; *Gifted; Personality Traits; Psychological Characteristics; Self Concept; Student Development; *Talent

This monograph presents 29 abstracts on the emotional price of excellence in the psychological development of gifted children. Sample topics include: self-as-learner schemas, the impact of academic pressure on Japanese students, multicultural counseling practices for gifted minorities, coping strategies of gifted adolescents, suicide among gifted students, early language enrichment, gifted adolescent girls, psychological intensities in young gifted children, recruitment and retention of minority students in gifted education, meta-attention control, social support for science-talented rural girls, self-actualization as a model for educational excellence, factors undermining self-concept and persistence, supersensitivity and excellence, the relationship between mental illness and giftedness, effects of a summer honors academy on bright high school students' self-concept, the emotional price of overlapping syndromes, at-risk gifted young adults: a longitudinal study in progress, the Pyryt Mendaglio Self-Perception Survey, academic acceleration, development of artistic identity, rechanneling misdirected gifted energy, parental expectations: precursors for societal competence and leadership capacities, and loss of empathy as an emotional participants were members of low income groups; requirements varied by State; most teachers had received special training and taught regular classes; in most programs there is no English proficiency requirement; and there was some English-language peer interaction. Appendixes include scripts of surveys, State regulations and credentialing practices, key variables operationalization, sample letters, and details on the data base development. (Contains 10 pages of references as well as numerous tables and figures.) (NAV)

ED 386 926   FL 023 203

Kauffman, Dorothy; And Others
Content-ESL across the USA. Volume II: A Practical Guide. A Descriptive Study of Content-ESL Practices.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 462p.; For Volumes I, a Technical Report, and III, A Training Packet, see FL 023 202 and FL 023 204, respectively.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Evaluation Methods; Instructional Materials; Program Descriptions; *Program Design; *Program Implementation; Second Language Instruction; State Surveys; Student Evaluation; Teaching Methods
IDENTIFIERS- *Content Area Teaching; Goals 2000

This practical guide includes information from a 3-year study that set out to describe the range of practices in content-English-as-a-Second-Language (content-ESL) programs in the United States. The guide is based on the field reports of 20 school site visits; offers guidance for starting, implementing, and sustaining a content-ESL program; and includes actual program projects and examples. The overall study assessed effective content-ESL programs across the United States, from pre-kindergarten through grade 12. The purpose of the study was to develop a descriptive analysis of the nature and scope of these programs and the relationship between program policies and practices and background notions of content-language integration. Suggestions and resources are provided in this volume for educators interested in finding out more about content-ESL programs in other schools, and a postscript relates the findings of the report to the Goals 2000 Educate America Act. Appendixes include the 20 field reports, tests, surveys, and actual program materials from content-ESL programs across the United States. Contains three pages of references and numerous tables.) (NAV)

ED 386 927   FL 023 204

Burkart, Grace Stovall; Sheppard, Ken
Content-ESL across the USA. Volume III: A Training Packet. A Descriptive Study of Content-ESL Practices.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 140p.; For Volumes I, A Technical Report, and II, A Practical Guide, see FL 023 202 and FL 023 203, respectively.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

and presenter biographies from the 1995 Computer Assisted Language Instruction Consortium (CALICO) annual symposium on computers and collaborative learning. Presented topics included courseware, preconference workshop reports, and conference papers presented, including guest speaker papers. Preconference workshops discussed HyperCard, SuperMacLang, and the Defense Language Institute Template Library. The Courseware Fair included presentations on various ongoing projects and programs in computer assisted language learning (CALL). (Contains numerous references.) (NAV)

ED 386 946 FL 023 261

Borchardt, Frank L., Ed.; Johnson, Eleanor M. T., Ed.
CALICO Resource Guide for Computing and Language Learning.
SPONS. AGENCY- Department of Defense, Washington, D.C.
PUB DATE- Apr 95
NOTE- 205p.; Funding also received from the Duke Endowment.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Educational Technology; Electronic Classrooms; Graduate Study; Higher Education; Instructional Materials; Programmed Instruction; *Second Language Instruction; Second Language Learning
IDENTIFIERS- *CALICO

This guide offers a comprehensive outline of computer assisted language learning (CALL) resources, tools, consultants, and graduate programs. Resources include companies, organizations, products, and support services for CALL; tools are the curriculum materials, both commercially and noncommercially available. Consultants listed are Computer Assisted Language Instruction Consortium (CALICO) members who are willing to offer advice and guidance. An extensive bibliography, product index, and topic index are included. (NAV)

ED 386 947 FL 023 262

Bernhardt, Elizabeth B.
Reading Development in a Second Language: Theoretical, Empirical, & Classroom Perspectives.
PUB DATE- 93
NOTE- 267p.; Part of the Second Language Learning Series, Robert DiPietro, Ed.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Books (010)
DESCRIPTORS- *Classroom Environment; *Language Processing; Linguistic Theory; Reading Comprehension; Reading Instruction; Reading Research; *Reading Skills; *Second Language Instruction; *Second Language Learning

The aim of this book is to provide a thorough account of what is known about the acquisition of reading abilities in a second language and to foster a more principled research and instruction in second language literacy. Discussion is set forth from a variety of perspectives: first, through examinations of theoretical models of the reading process and their application to a second language context; second, through a synthesis of the empirical database from 1973 to the present; third, by means of descriptions of reader-based interactions

Salary-Trend Studies of Faculty for the Years 1991-92 and 1994-95 in the Following Academic Disciplines/Major Fields: Accounting...Foreign Languages and Literatures.
PUB DATE- 95
NOTE- 343p.; For related documents, see HE 028 501-503. For earlier salary trends, see ED 381 115-116.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Accounting; Anthropology; Area Studies; Biological Sciences; Business Administration; Business Administration Education; Chemistry; *College Faculty; Computer Science; Counseling; Counselor Training; Cross Cultural Studies; Drama; Economics; Engineering; English; English Literature; Higher Education; Information Science; *Intellectual Disciplines; Marketing; Second Languages; Secretaries; Teacher Education; *Teacher Salaries; Theater Arts; *Trend Analysis

This volume provides comparative trend data for faculty salaries in public and private colleges and universities, based on two surveys, one of public and the other of private senior colleges and universities. For those institutions (223 public and 345 private) participating in both 1991-92 and 1994-95 surveys, trend data are provided. For each discipline, a summary article provides a definition of the discipline and information on average salaries by rank, including "new assistant professor" and the faculty mix percentage. Comparisons are made between the two study years and with the consumer price index. Appended to each article are a list of all 41 disciplines surveyed and lists of public and private institutions participating in the specific discipline focused on in the summary article. Data and summary articles are provided for the following disciplines/major fields: accounting; administrative assistant/secretarial science (general); anthropology; area, ethnic, and cultural studies; biological sciences/life sciences; business administration and management (general); business management and administrative services; business/managerial economics; business marketing and marketing management; chemistry (general); communications; computer and information sciences; counselor education/student counseling and guidance services; drama/theater arts (general); economics (general); education; engineering; engineer (related technologies); English language and literature; and foreign languages and literatures. (DB)

ED 386 967 HE 028 503

Howe, Richard D.; And Others
Salary-Trend Studies of Faculty for the Years 1991-92 and 1994-95 in the Following Academic Disciplines/Major Fields: Geography...Visual and Performing Arts.
PUB DATE- 95
NOTE- 360p.; For related documents, see HE 028 501-502. For earlier salary trends, see ED 381 115-116.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Audiology; *College Faculty; Fire Science Education; Geology; Higher Education; History; Home Economics; *Intellectual Disciplines; Interdisciplinary Approach; Library Science; Mathematics; Music; Nursing; Philosophy; Physical Sciences; Physics; Police Education; Political Science; Psychology; Reading Teachers; Religion; Remedial Reading; Sociology; Special Education;

Borden, Victor M. H.; And Others
Setting a Census Date To Optimize Enrollment, Retention, and Tuition Revenue Projections. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Attendance; College Planning; *Data Collection; *Enrollment Rate; Higher Education; Income; Institutional Research; *Scheduling; School Holding Power; *Tuition
IDENTIFIERS- *AIR Forum; *Indiana Univ Purdue Univ at Indianapolis

The effect of alternative census dates on the determination of student enrollment and retention rates and the accuracy of tuition revenue projections was analyzed at Indiana University-Purdue University Indianapolis. A set of pseudo-extract files was created for the first 8 weeks of two consecutive fall semesters (1993 and 1994). The accuracy of the files was determined by comparing student enrollment and credit hour counts for the end of the first week to the official student census file. Student enrollment counts and revenue projections were derived from each weekly file for the Fall 1993 semester as well as for the end of the semester. The retention rates were calculated by extracting a cohort from each weekly fall 1993 file and determining students' enrollment status from the corresponding fall 1994 weekly pseudo-census extract. Data extracted at the end of the third week of the semester generated the smallest combined deviations of the examined measures from their semester optimum values. Several other factors are identified that could influence the decision as to when official institutional data should be generated. The study demonstrates the usefulness of taking multiple criteria into account when determining the point-in-time at which to extract data for these vital management functions. Contains eight references and nine tables. (SW)

ED 386 985 HE 028 566

Yankosky, Richard; And Others
A Statewide Community College Model for Measuring Faculty Workload. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Evaluation Methods; *Faculty Workload; *Full Time Faculty; Higher Education; Information Needs; *Institutional Research; *Management Information Systems; Personnel Data; *State Colleges; *Teaching Load
IDENTIFIERS- *AIR Forum; *Maryland

A statewide system of reporting faculty workload for the 18 Maryland state community colleges is described, and study findings on faculty workload are presented. Data are collected for full-time teaching faculty who are tenured or on continuous contract. Major findings include: 89 percent of faculty workload is spent in formal classroom instruction; the

A study explored whether mature age students' conspicuous academic success could be partially explained by motivation. It compared motives of a sample of mature "graduate mothers" to those of a sample of mature age "student mothers" who had interrupted a program of study. The 117 graduate participants were randomly chosen from a sample of 25- to 71-year-old female graduates with children from four Australian universities; 118 women were in the sample who had discontinued a course of study at three universities. A modified version of the revised Maslin Continuing Education Women Motives Questionnaire was completed by both samples. To compare motivation of the two samples (graduates and interrupters), a series of analyses were performed using scale scores as the dependent variables and sample membership with each of the predictor variables (age, marital status, etc.) as independent variables. Possible interactions between sample and each predictor variable were explored. Findings indicated significant interactions were found between sample membership and the two variables marital status and family hostility. The sample main effect was found to be significant when the analysis included type of secondary school attended. The strongest single predictor of motivation was previous level of education, with age, marital separation as a precursor of return to study, and family life cycle stage all being significantly related to motivation regardless of sample membership. (YLB)

ED 386 540 CE 069 757

Ohio Job Training. Hearing on Fundamental Re-Examination of Our Programs That Train America's Workers of the Committee on Labor and Human Resources. United States Senate, One Hundred Fourth Congress, First Session (Columbus, OH).
PUB DATE- 2 Jun 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; *Adult Vocational Education; Correctional Education; Disabilities; Disadvantaged; Displaced Homemakers; *Educational Needs; Educational Trends; *Education Work Relationship; Employment Programs; Financial Support; Futures (of Society); Government School Relationship; Hearings; *Job Training; *Labor Force Development; Labor Needs; Manufacturing Industry; Public Policy; Retraining; School Business Relationship; Secondary Education; Service Occupations; *Statewide Planning; Two Year Colleges; Vocational Rehabilitation; Welfare Recipients; Womens Education
IDENTIFIERS- Congress 104th; Job Corps; Job Training Partnership Act 1982; *Ohio

These Congressional hearings contain testimony pertaining to the future of job training in Ohio. Among the topics discussed are the following: the job training needs of selected special needs groups, including convicted felons on probation, dislocated workers, displaced homemakers, unemployed individuals, underskilled employees, disadvantaged individuals, disabled individuals, and welfare recipients; private sector and federal government roles in job training; public policies creating disincentives to seek training and employment; and cooperation between the business and educational sectors. The following are among the agencies and organizations whose representatives provided testimony at the hearings: Court of Common Pleas; Zagar, Inc.; Hollaender Manufacturing; The George Gund Foundation; Jobs Plus Employment Network; Job Corps; Centers for Independent Living; Ohio Restaurant Association; Ladders describes the skills needed to achieve each level for each of the seven Work Keys academic skills: applied mathematics, locating information, reading for information, applied technology, listening, writing, and teamwork. The third section provides results of the 1994-1995 job profiling for 39 occupations. For every occupational area, shaded graphs represent each Work Keys academic skill. Each graph shows the range of levels for that particular skill; the shading represents the academic skill level required by an entry-level worker in that occupation, as determined by the job profiling committee. A job profiling results summary chart is provided. (YLB)

ED 386 558   CE 069 780

Safety Education in Driving. 2nd Revision.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accident Prevention; Adolescents; *Driver Education; Instructional Materials; Learning Activities; *Safety Education; *Safety Equipment; Secondary Education; *Traffic Accidents; *Traffic Safety

Intended for driving instruction students, this publication contains instructional materials for safety education. It contains six sections on facts and figures; defensive driving; safety devices; restraints; emergency situations; and other highway users. Each section consists of reading material followed by an activity or activities. A total of 17 activities are included. An appendix provides answer keys to the activities. (YLB)

ED 386 559   CE 069 781

Oliveira, Joao, Ed.
Occupational Standards: International Perspectives.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; Basic Skills; Educational Certificates; Ethics; Foreign Countries; International Educational Exchange; *Job Skills; Job Training; *Occupational Information; Postsecondary Education; Profiles; Secondary Education; *Standards; *Student Certification; Track System (Education); Vocational Education
IDENTIFIERS- Canada; Germany; Ireland; Netherlands; United Kingdom

These nine papers from a conference of the International Research Network for Training and Development focus on occupational classification, standards, and certification. "Introduction" (Joao Oliveria) presents synopses with highlights from the papers. Part I offers an overview of recent developments in the United States in "Occupational Standards and Certification: Past-Current-Future Trends in the United States" (David Fretwell, Sandra Pritz); Canada in "The Delimitation and Certification of Occupations in Canada" (David N. Wilson); and France, Germany, and the United Kingdom in "Industrial Certification: Lessons from Europe" (W. G. McDerment). The

ED 386 576 CE 069 823

Malan, Riki
From Dormancy to Growth.
PUB DATE- Dec 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Community Centers; Community Education; Developing Nations; *Distance Education; Economic Development; Educational Change; *Educational Development; Foreign Countries; Mass Instruction; Telecommunications; Vocational Education
IDENTIFIERS- *South Africa

Inhibitors of growth in education and training in South Africa include the past isolation from the rest of the world, failure to keep up with the rapid development of explosion of knowledge, compulsory dependency on bureaucracy, and disregard of the diverse needs of learners. Various initiatives have been undertaken that reflect the enormous need for growth in South Africa. Areas of provision that need urgent attention are adult basic education, alternative access to tertiary education, incomplete secondary education, vocational education, skills improvement, and retraining. The winning recipe for growth is a combination of distance education with a difference and technology for the masses. Distance education must combine and modify the best features of different models to suit South Africa's unique needs: its vast number of learners and the lack of technology. To overcome the drawbacks of lack of electricity and educational aids at learners' homes, the recommended model uses community learning centers. Three possible approaches are the television model for self-study, the study center model, and the dual mode model. Relevant and appropriate local support could be provided through community learning centers. All approaches would involve partnerships among at least three parties: appropriate study materials, the provider of telecommunications, and the dormant partner, the sponsor. (YLB)

ED 386 577 CE 069 824

Modified Occupational Completion Points in Vocational Education for Students with Disabilities with Examples from Automotive Technologies, Commercial Foods, Data Entry, and Environmental Horticulture.
PUB DATE- 95
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auto Mechanics; *Competence; *Competency Based Education; Data Processing Occupations; *Disabilities; Foods Instruction; Ornamental Horticulture; Secondary Education; Special Education; *Special Needs Students; Standards; Student Evaluation; *Vocational Education
IDENTIFIERS- Florida

This guide was developed to help teachers and administrators in vocational education programs (especially in Florida) to develop modified occupational completion points for students with disabilities. Modified occupational points (MOCPs) are selected sets of student performance standards within a vocational job preparatory program. These selected standards provide the opportunity for students to complete a modified

Hosmer Martens); "Women in Trade Unions in the Mauritius Export Processing Zones" (Dev Luchmun); "Organizing Experiences in Export Processing Zones in Other Countries" (Margaret Hosmer Martens); "Conclusion to Part VI" (Margaret Hosmer Martens); "Lessons for Organizing the Unorganized" (Margaret Hosmer Martens); and "Final Remarks" (Swasti Mitter). (MN)

ED 386 595   CE 069 891

Advocacy & Lobbying: Influencing Policy.
PUB DATE- Dec 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Advocacy; *Agency Role; Community Education; Developing Nations; Economic Development; Foreign Countries; Policy Formation; *Private Agencies; *Public Policy; *Voluntary Agencies
IDENTIFIERS- *Nongovernmental Organizations

This issue contains nine papers dealing with influencing public policy through advocacy and lobbying. "Influencing Public Policy" (Rajesh Tandon) looks at opportunities nongovernmental organizations (NGOs) have for influencing public policy and constraints to advocacy. "Recent Changes in the Global Aid Environment" (Sunimal Fernando) considers changes in the northern donors that are leading to a redefinition of the relationship between them and southern NGOs. "NGOs and Policy Influence" (Jane G. Covey) explores three issues that are important for the expanding role of NGOs in policy influence. "Advocacy for Influencing Policy" (T. D. Daniel) addresses the role of and challenges for NGOs in policy influence. "Public Education and the Commonwealth Government" (Alstair D. Crombie) interprets and reflects on a survey of Australian Commonwealth Government programs that included some element of public (community) education. "World Summit on Social Development: A Postscript" (Maria Lourdes Almazan-Khan) presents reflections resulting from the author's participation at the United Nations World Summit on Social Development, Copenhagen, Denmark. "Lessons Learned: Making Summits Work" (UNICEF) describes strategies for implementing goals, including identification of the do-able, political commitment, mobilization of a much wider range of social resources, and deployment of the expertise and resources of the United Nations (UN). "The United Nations and the Nongovernmental Organizations" (N. Jasenthuliyana) discusses the role NGOs play in the work of the UN. "Asian Regional Forum of Alternative Institutions" (Rajesh Tandon, Argus Purnomo) argues for the creation of an Asian Regional Forum on Alternative Development Institutions. A book review by Pathma N. Sivaram of "Demanding Accountability" is provided. (YLB)

ED 386 596   CE 069 893

Bardine, Bryan A.
Using Writing Journals in the Adult Literacy Classroom. Teacher to Teacher.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Development; *Behavior Disorders; Behavior Patterns; Behavior Rating Scales; *Child Behavior; *Child Development; Child Development Specialists; Child Health; *Child Psychology; Children; *Construct Validity; Factor Analysis; Problem Children; Psychopathology; *Social Behavior; Socialization
IDENTIFIERS- Child Behavior Checklist

This study explores the construct validity of the Child Behavior Checklist (CBCL), which was created as a standardized tool for recording the behaviors of children aged 4 through 16 as reported by their parents or caretakers. Since its inception in 1983, the CBCL has been applied and tested on numerous clinical samples, yielding an impressive body of quantitative support. Due to the liberal application of the CBCL in child mental health settings, however, it is critical that the validity of the instrument be supported for specific child sub-populations. In this study, the factor structure of the CBCL is explored for different sex and age variations in a sample of 2,628 children presented for treatment at a mental health center in a midwestern city. Results suggest that the subscales of aggression and depression are invariant across sub-samples of the population. No single source of data is sufficient in diagnostic assessment of individual children or adolescents, however. For this and other reasons, cautious use and interpretation of the CBCL is recommended. It is also recommended that the CBCL be used as auxiliary data, employed in conjunction with other data. Includes 10 tables. (KW)

ED 386 615 CG 026 403

Levine, Jay; And Others
Stress in Educated Women as It Relates to Psychological Adjustment.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Coping; *Emotional Adjustment; *Females; Higher Education; Life Events; Psychological Characteristics; *Stress Variables
IDENTIFIERS- ABC X Model (Hill)

The purpose of this study was to examine the two aspects of the SOC constructs and their effect as interactive factors on the relationship between the pile up of life events and psychological adjustment in a sample of educated women. The primarily theoretical framework for this investigation is Hill's ABCX Model of Stress as revised by the Double ABCX Model. A sample of 3,000 college-educated women, members of the American Association of University Women (AAUW), were randomly selected for participation in this survey with 1,300 responses (a 43% response rate). An ex post facto research design with hypotheses and testing alternatives was used. It was concluded that there is a positive correlation between life event pile-up and psychological distress. A major implication of the present study is that theories and empirical efforts which purport to explain stressor-adjustment relationships simply by including a

Every Child Deserves Two Parents: Establishing Paternity for Children of Single Teenage Mothers.
PUB DATE- 94
NOTE- 100p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Child Welfare; *Early Parenthood; Family Planning; Fatherless Family; *Fathers; Parent Role; Pregnancy; *Pregnant Students; Secondary Education; Sexuality; Youth Problems
IDENTIFIERS- *Paternity Establishment

Single teenage parents and expectant parents in four community-based programs were provided with information about establishing the paternity of their children. The information presented included the benefits, obligations and consequences of paternity establishment for the mother, father, child and society. The goal was to educate single teenagers about paternity establishment and to enable them to make informed decisions. An additional goal was to increase paternity establishment rates for children of single teenage parents served through the project. Educational presentations included individual and group discussions and classroom presentations supplemented with easy-to-read booklets and a video presentation. Those interested in following through with paternity establishment were provided with practical assistance in completing forms, obtaining notary public services and filing appropriate documents with the Clerk of the Superior Court. Professionals interacting with single teenage parents were also educated about paternity issues and provided with information and resources. Goals for the establishment of paternity were met. Goals for educating single teenage parents were not met due to the high number of participants who did not complete the Project Assessment. Although educational efforts with teenagers and professionals were generally successful, paternity establishment is a complex issue and many more questions were raised than answered. (Contains 75 references. Seven appendices provide the survey instrument, evaluation and consent forms, list of materials, and a presentation outline.) (Author)

ED 386 636 CG 026 452

Outen, Dawn
A Career Education Program Model for Middle School Students To Improve Career and Vocational Decision-Making.
PUB DATE- 95
NOTE- 82p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Adolescent Development; Career Awareness; Career Choice; *Career Counseling; Career Exploration; *Career Guidance; Classroom Techniques; Cognitive Style; *Curriculum Design; Junior High Schools; Middle Schools; Program Evaluation; School Guidance; Self Concept; Vocational Education
IDENTIFIERS- Middle School Students

Middle school students were determined to be unaware of and unprepared for the requirements of the real world of work. They were unable to identify careers they were interested in pursuing nor did they understand the importance training plays

Gillig, Scott E.; And Others
Comparison of Simple and Complex Messages on Safe Sex Practices and Knowledge of HIV/AIDS.
SPONS. AGENCY- Heidelberg Coll., Tiffin, Ohio.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Health Education; Higher Education; *Knowledge Level; *Sex Education; Sexuality
IDENTIFIERS- *Message Perception; *Safe Sex Practices

This study was designed to find whether simple or complex messages are more effective in promoting safe sex behaviors. Two-hundred-forty college freshmen (131 males and 109 females) were assigned to three groups. The "simple messages" group received crucial messages. The "complex messages" group received crucial messages embedded within a rich context of HIV/AIDS information. A control group received no HIV/AIDS-related information. Dependent measures included: the HIV/AIDS Knowledge Questionnaire and HIV/AIDS Behavioral Survey. Following treatment, the "complete messages" group knew more than the "simple messages" group (p .05) while there were no differences in intended behaviors. At 1-week follow-up, both the "complex messages" and the control groups knew more than the "simple messages" group (p .05), while the "complex messages" group intended to practice safer sex that the "simple messages" group (p .05). This study provides evidence that a complex educational format may better promote both HIV/AIDS knowledge and risk-minimizing choices. (Contains 21 references.) (Author)

ED 386 658 CG 026 482

S. 1383, Children's Protection from Violent Programming Act of 1993; S. 973, Television Report Card Act of 1993; and S. 943, Children's Television Violence Protection Act of 1993. Hearing before the Committee on Commerce, Science, and Transportation. United States Senate, One Hundred Third Congress, First Session.
PUB DATE- 20 Oct 93
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Health; Child Rearing; Children; *Childrens Television; Federal Legislation; Hearings; Legislation; *Mass Media Effects; Mass Media Role; Mass Media Use; Policy Formation; Programming (Broadcast); *Television Viewing; *Violence
IDENTIFIERS- Congress 103rd

It is estimated that the typical American child will watch 8,000 murders and 100,000 acts of violence before finishing elementary school. Concern for the impact television violence may have on American society prompted this Senate hearing. As stated by Senator Hollings, the goals of the hearing were the following: (1) to determine the compelling State interest; (2) examine the historical record of Congress in this area; (3) review how the television industry could police itself; and (4) study the numerous bills which had been introduced. Opening statements were made by the following U.S. Senators (in order): Ernest F. Hollings, John C. Danforth, J. James Exon, Conrad Burns, Byron L. Dorgan, John F. Kerry, Slade Gorton, Kay Bailey Hutchison, and Larry Pressler. Those presenting testimony were:

schools and colleges on young women's attitudes, aspirations, and achievements. Subjects were 56 ninth-grade school girls from co-educational and all-girls schools. The sample included members of minority groups as well as students on full or partial scholarship to these schools. Results suggest that after two years of conducting this study, there are no significant differences between adolescent females who attend all-girls schools and those at co-educational schools on the following measures: attitudes to gender issues; grades in mathematics, science and English; and overall academic average. The longitudinal study is intended to continue following these girls throughout the rest of their high school years to monitor their attitudes and aspirations through repeated administration of the survey and through yearly interviews. Contains 25 references. (SR)

ED 386 679 CG 026 563

Kaplan, Avi; Bos, Nathan
Patterns of Achievement Goals and Psychological Well-Being in Young Adolescents.
PUB DATE- Apr 95
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; *Early Adolescents; *Educational Environment; Grade 6; Intermediate Grades; Minority Groups; Motivation; Objectives; Self Concept; Self Esteem; *Well Being
IDENTIFIERS- Self Image Questionnaire for Young Adolescents

Goal theory of achievement motivation provided the framework for an investigation of the relationship among young adolescents' motivational orientation, perceptions of the educational environment, and psychological well-being. One hundred sixty-eight sixth graders' reports of personal achievement goals and perceptions of the school as stressing task goals and ability goals were related to measures of general and academic well-being. Students' reports of holding task goals and perceiving the school as stressing task goals were related to positive psychological well-being, while reports of holding ability goals and perceiving the school as stressing ability goals were related to negative psychological well-being. These patterns were found among African American students as well as Euro-American students. However, path analyses pointed to possible different processes operating for the African American and the Euro-American students in the sample. Cluster analysis, based on the assumption that students hold and perceive the environment as stressing multiple goals, suggested that the most adaptive profiles were holding high task and low ability personal goals, and perceiving high task goals and low ability goals in the school. Tables at the end of the document provide adolescent survey results. (Contains 34 references.) (Author)

ED 386 680 CS 012 214

Perkins, Pamela
Family Literacy: Parents as Partners. Professional's Guide.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

instructional lessons or have been successfully discontinued (completed) from the program. The treatment group consisted of the 145 pupils who were either discontinued (105) or received 60 or more lessons but not discontinued (40). Results indicated that: (1) 93.1% of the pupils displayed over time each of 3 strategic processing behaviors (monitoring reading, constructing meaning, and integrating sources of information); (2) 97.9% of the pupils were not retained (criterion was 75.0%); (3) 95.2% of the pupils read 5 or more books at text reading level 8 or above; (4) 434 different parents or guardians were involved in some way with the program; (4) 19% of the evaluation sample pupils reached the average NCE (42.2) for the district as a whole; (5) 34.6% (37) of the pupils from the 1991-92 treatment group and 42.7% (64) of the pupils from the 1992-93 treatment group were still being served in a compensatory education program; and (6) the overall retention rate for all 3 treatment groups was 4.3%. Findings suggest continuation of the program with attention given to 7 recommendations. (Contains 13 tables of data. Appendixes present survey and evaluation instruments.) (RS)

ED 386 698 CS 012 256

Pollock, John S.
Early Literacy Reading Program 1994-95. Final Evaluation Report. Elementary and Secondary Education Act--Chapter 1/Disadvantaged Pupil Program Fund.
PUB DATE- 95
NOTE- 51p.; For 1992-93 report, see ED 375 376.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; *Early Intervention; Elementary School Students; Grade 1; Grade 2; *High Risk Students; *Instructional Effectiveness; Outcome Based Education; Parent Participation; Primary Education; Program Effectiveness; *Reading Instruction; *Reading Programs; Reading Research; Urban Education; Writing Instruction
IDENTIFIERS- Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; *Emergent Literacy

A study evaluated the Early Literacy program that served 2,332 underachieving pupils in grades 1 (1,842) and 2 (490) in the Columbus, Ohio, public schools. These students appeared unlikely to learn to read successfully without additional reading instruction. The program featured small group instruction each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. Results indicated that: (1) 77.3% of a treatment group of 1,521 pupils displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information; (2) of the 1,479 treatment group pupils with available retention data, 1,376 (93%) were promoted; (3) 755 (65.1%) grade 1 pupils read 5 or more books at level 8 or above and 208 (86.3%) grade 2 pupils independently read at least 10 books; (4) 204 (77.6%) pupils of 263 grade 2 students had normal curve equivalent (NCE) gains of 2.0 or more in Total Reading, with discontinued pupils having an average gain of 8.34 NCEs and not discontinued pupils showing greater improvement than did not discontinued pupils; and (5) 2,014 different parents or guardians were involved in the program, and 4,249 contacts were made by these individuals. Findings suggest continuation of the program with consideration given to 6 areas of concern. (Contains 15 figures

Peterson, Linda H.
Getting Personal in Academic Discourse: Why It Works.
PUB DATE- 23 Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Feminism; Higher Education; *Personal Narratives; Scholarship; *Self Expression; *Writing for Publication
IDENTIFIERS- *Academic Discourse; Feminist Criticism; Legal Writing; Professional Writing; Scholarly Writing; *Voice (Rhetoric); Writing Contexts

There is virtue in the movement recently begun within academic discourse that moves personal expression into professional writing. But before academics can understand why it works, they must first acknowledge that at times it does not work. A case in point would be Jane Tompkins' essay, "Me and My Shadow," which is predicated on a metaphoric split between a professional and personal voice. The essay is not a good example of the personal essay because the dichotomy it sets up between the personal and the professional is false: the personal "Jane" is no more real than the "professional" Jane. Further, the negative, destructive criticism of the "professional" Jane is not necessarily the result of being professional; other feminists have responded professionally and theoretically but in more constructive and instructive modes. In the best criticism the personal elements are brought to bear on the professional--illuminating, provoking, challenging, and forcing the articulation of the professional. One example would be Terry Tempest Williams' "The Clan of One-Breasted Women." It is a personal essay, a piece of family history, an impressive example of archival research, and a powerful argument against nuclear testing in the Utah desert. An academic example would be Patricia Williams' "Death of the Profane: A Commentary on the Genre of Legal Writing." Besides being a commentary on legal writing as a genre it is an analysis, evaluation, and critique of the discourse of law review. (TB)

ED 386 719 CS 215 015

Ott, C. Ann
Collective Research at an Urban Community College.
PUB DATE- Mar 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Cultural Differences; *Group Dynamics; Nontraditional Students; *Research Papers (Students); Student Reaction; Two Year Colleges; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Collaborative Research; Collaborative Writing; Northern Essex Community College MA; Small Group Communication; *Student Empowerment

Many writing teachers and researchers, such as Mary Soliday, aula Treichler, and Terry Dean, recognize the needs of their

Paterson, Richard Peck, Robert Newton Peck, William Sleator, Todd Strasser, Joyce Carol Thomas, Patricia Wrightson, Jane Yolen, and Paul Zindel. (NKA)

ED 386 737 CS 215 040

Herald, Diana Tixier
Genreflecting: A Guide to Reading Interests in Genre Fiction. Fourth Edition.
PUB DATE- 95
NOTE- 392p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Books (010)
DESCRIPTORS- Adults; Authors; English Literature; Fantasy; *Fiction; Higher Education; *Literary Genres; Popular Culture; Publishing Industry; *Reading Interests; *Reading Material Selection; *Recreational Reading; United States Literature
IDENTIFIERS- Genre Studies

Neither a bibliography nor a history of genres through historical sequences of listings by author, this book is a guide for those who help readers identify genre authors and titles of desired types in both libraries and bookstores. A secondary purpose of the book is as a text for library school students, aimed at familiarizing them with the common reader interests in genre fiction that they will encounter in libraries, particularly public libraries. As the emphasis of the book is on authors currently available, its users will need access to a retrospective bibliography for each genre, and such bibliographies are found listed in the sections for secondary works. Materials in the book are organized to define each genre and its subgenres. The authors in each genre are grouped either by types within the genre or by subgenres, generally followed by a discussion of topics, such as best-selling authors, anthologies, history and criticism, book clubs, and publishers. After a chapter entitled "The Common Reader, Libraries, and Publishing," the book presents chapters on the Western, Crime, Adventure, Romance, Science Fiction, Fantasy, and Horror. Author/title, subject, and series character indexes are attached. (RS)

ED 386 738 CS 215 042

Bannister, Linda
Metaphor as Rhetorical Transaction: A Composing Heuristic.
PUB DATE- 25 Mar 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Heuristics; Higher Education; *Metaphors; *Rhetoric; *Rhetorical Theory; Seminars; *Writing (Composition)
IDENTIFIERS- Author Text Relationship; *Loyola Marymount University CA; Metaphorical Thought; Theoretical Orientation

"Metaphor: Theory and Practice," a senior/graduate seminar taught at Loyola Marymount University, was something of an experiment. Its goal was to engage students in theoretical explorations of metaphor, in analysis of metaphor growing out of those theories, in the creation of their own metaphoric texts, and writing a rough draft, and editing and polishing the final paper. The book offers special tips on how to benefit from the use of a computer in the research-and-writing process, how to use online catalogs and other electronic resources, how to find primary source material, how to save time, and how to keep the intended audience (the course instructor) reading. (NKA)

ED 386 756 CS 215 069

Cook, Lenora, Ed.; Lodge, Helen C., Ed.
Voices in English Classrooms: Honoring Diversity and Change. Classroom Practices in Teaching English, Vol. 28.
PUB DATE- 96
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; Cultural Relevance; English Curriculum; *English Instruction; Higher Education; Language Role; Literature Appreciation; Minority Groups; Multicultural Education; Secondary Education; *Student Needs; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Author Reader Relationship; *Personal Experiences; Student Empowerment

This book presents a collection of classroom practices that view the personal experiences of diverse student populations as valuable resources for instruction. It offers teachers various responses to the challenges posed by students' cultural, linguistic, and social group affiliations. The book contains essays arranged into three interwoven strands: "Hearing Every Voice," the language strand, encourages peer appreciation of dialect and language diversity; "Preserving Voices," the composition strand, emphasizes the bond between writer and audience that leads to understanding self and others; and "Affirming Voices," the literature strand, expands upon and enriches the traditional canon by dealing with literary selections that reflect the experiences of diverse groups within United States society. Essays and their authors include: (1) "Celebrating Diversity through the Language Autobiography" (G. Douglas Meyers); (2) "Classroom Diversity as Strength: A Language-Centered Unit" (Kyoko Sato and others); (3) "'How You Not Be Knowin' Dat?': Using Language Study to Enfranchise Diversity" (Barbara Osburg); (4) "Becoming Centered in the Students: What a Teacher Can Do for Underprepared Learners" (Smokey Wilson); (5) "'Worldview' Publication as an Incentive for Excellence in Writing" (Susan B. Andrews and John Creed); (6) "Autobiography as a Liberating Force in the Basic Writing Classroom" (Brenda M. Greene); (7) "Bridging Cross-Cultural Differences through Writing" (Sarah Coprich Johnson and Julia Stutts Austin); (8) "'Delicious of the New': ESL as Poetry, EFL as Literary Analysis" (James W. Penha); (9) "'Break on Through': An Interdisciplinary Approach to Composition" (Michael G. Battin); (10) "Environmental Writing and Minority Education" (Luke Wallin); (11) "Successful Teaching Practices for Sexual Minority Students in Writing Courses: Four Teachers at Work" (Sarah-Hope Parmeter and others); (12) "The Western Illinois University Minority Summer Tutoring Program: A University/Junior High School Collaborative Effort" (Kathy H. Barclay and William Mosley); (13) "Real Voices: Action and Involvement in Secondary English Classrooms" (Lenora (Leni) Cook); (14) "When Wordsworth Is Too Tame: Merging Minority Literature with the Classics in the Secondary Language Arts Curriculum" (P. L. Thomas); (15) "Teaching the 'Thief of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Problems; *Child Behavior; Early Childhood Education; Elementary Education; Literature Reviews; *Mass Media Effects; *Mass Media Role; *Television Research; *Television Viewing; *Violence

Television violence and the impact it has on children is a growing concern in the world today. Although research indicates that violence on television triggers aggressive behavior in children, the characteristics of those children also need to be examined. Factors such as age, intellectual level, identification with television personalities, the total amount of television watched, and the belief that television is realistic affect the influences of television violence on behavior. Intervention techniques such as child and parent training have proven successful in diminishing the negative of television violence. (Contains 30 references.) (Author/RS)

ED 386 775 CS 509 043

McFarland, Sharon
Government by Special Interest: The Children's Defense Fund Lobby.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agenda Setting; *Child Advocacy; Government Role; Information Sources; *Lobbying; *Nonprofit Organizations; *Persuasive Discourse; Political Influences; *Political Issues; Public Relations
IDENTIFIERS- *Childrens Defense Fund; Edelman (Marian Wright); Public Interest; *Special Interest Groups

The modern-day lobbyist is uniquely qualified to provide lawmakers with information that would take an overworked staff countless hours to obtain; hence, the relationship of lobbyist and lawmaker has evolved into a network of accommodation and mutual assistance. Consistent with persuasion theory that recognizes the limitations of discourse, lobbyists concentrate their efforts on reinforcing the opinions of legislators who are already in basic agreement with the group position. A lobby typically fulfills four basic functions: symbolic, economic, ideological, and informative. For a non-profit lobby such as the Children's Defense Fund (CDF), its symbolic office is arguably the most crucial to its mission. From its localized origins in dealing with program implementation for Black children in Mississippi, the Children's Defense Fund (CDF) has broadened its issues to include dissemination of information about all children's issues. Marian Wright Edelman (CDF's founder), advocates "building academic skills, providing family-life education, etc." to combat adolescent pregnancy. A CDF brochure, "10 Things You Can Do to Help Your Children," presents an agenda that includes violence-free schools and Head Start. But even such redeeming causes as programs for children contribute to the balkanizing effect of battling for issue supremacy. In its reliance on research and analysis CDF's information output bears a strong resemblance to traditional corporate data. Lobbying effectively subverts the policymaking operation. In the case of the CDF and similar non-profit

DESCRIPTORS- Civil Rights; *Compliance (Legal); Court Litigation; *Curriculum Guides; Elementary Secondary Education; Federal Legislation; *School Policy; *Sex Discrimination; Sex Stereotypes; Sexual Abuse; *Sexual Harassment

Some educators continue to believe that sexual harassment is not a serious problem for their students. This book presents evidence to the contrary, citing statistics from recent surveys in which four out of five students reported that they have been the target of some form of sexual harassment during school. Part 1, comprised of seven chapters, defines sexual harassment and examines its extent, causes, consequences, and legal aspects. They offer a framework for investigating a complaint, conducting a hearing, and implementing a sexual-harassment prevention program at the building and school-district levels. The programs seek to eradicate staff-to-student, student-to-student, and student-to-staff harassment. Part 2 contains detailed curriculum guides, specific class activities, and sample bibliographies for grades K-3, 4-6, and 7-12. Seven charts are included. Appendices contain sample policies and forms, a summary of Equal Opportunity Commission (EEOC) guidelines, a description of selected course cases, a list of EEOC offices and other gender-equity resources, a Kid's Bill of Rights, and a glossary of terms. (Contains 95 references.) (LMI)

ED 386 795 EA 027 005

Sarason, Seymour B.
School Change: The Personal Development of a Point of View.
PUB DATE- 95
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Diagnostic Tests; *Educational Change; *Educational Environment; Elementary Secondary Education; Governance; Politics of Education; *Professional Development; Psychological Testing; Psychometrics; Role of Education; *Sociocultural Patterns; Testing Problems

This book contains selected papers and excerpts from books by Seymour B. Sarason which chronicle the development of his ideas on educational change. Early papers addressed several themes that were later incorporated into a perspective of educational change: (1) professionalism is a combination of making mistakes and valuing one's own knowledge; (2) individuals cannot change settings without first experiencing or participating in that setting; (3) prevention is more effective than repair; and (4) individuals will resist change very soon after they have requested help to change. Thirteen chapters address the following topics: the identification of individual assets for becoming a good teacher; problems with formal psychological testing; school-community relationships in a community program for mentally retarded children; the school culture and the processes of change; the nature-nurture controversy; the process of changing to the new-math curriculum; the purpose of schooling; and changes in governance and power in the politics of education. One table is included. (Contains 43 references.) (LMI)

ED 386 796 EA 027 006

Lieberman, Myron
Public Education: An Autopsy.
PUB DATE- 93

Development; Personality Traits; Social Development

"Schools of Hope" seeks to resurrect the historic, liberally educating vision of arete, or all-around human excellence, as the only proper and realistic goal for preparing today's students for their future. It is based on the assertion that only students who can think creatively will grow, mature mentally, and adapt. From this perspective, schools can be turned around by beginning with the development of character in students. Principles are offered for creating classrooms that educate students ethically and intellectually. Part 1 describes teachers' and students' attitudes toward each other and schools today. Part 2 reconstructs education's vision of human excellence. The third part relies on the model of maturing to suggest ways in which schools can be reconstructed. Four schools that used the model of maturing to change school climate and to achieve excellence are described. The final chapter offers practical steps to create "schools of hope." Ten tables and one figure are included. Appendices contain a model of maturing attributes and a list of educational principles that contribute to maturing. (Contains 364 references.) (LMI)

ED 386 814 EA 027 028

Ginsberg, Rick, Ed.; Plank, David N., Ed.
Commissions, Reports, Reforms, and Educational Policy.
PUB DATE- 95
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agenda Setting; *Blue Ribbon Commissions; Educational History; *Educational Policy; Elementary Secondary Education; *Policy Analysis; *Policy Formation; Reports

"Blue-ribbon" commissions are an increasingly common feature of the American political landscape. This book examines the roles that blue-ribbon commissions and their reports have played in educational policymaking. The book begins with a foreword by Paul E. Peterson and an introductory chapter, "Commissions and Change" by Rick Ginsberg and David N. Plank. Part 2 contains chapters by authors, policymakers, and practitioners: (2) "A Nation at Risk: Ugly Duckling No Longer" (Milton Goldberg and Anita Madan Renton); (3) "A Nation Prepared: Teachers for the 21st Century: The Report of the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession" (Marc Tucker); (4) "Committee for Economic Development: Shaping Policies and Partnerships for America's Children" (Laurie Miller McNeill and Sandra Kessler Hamburg); (5) "Impact of Commission Reports in the South and on South Carolina's Comprehensive School Reform Efforts of the 1980s" (Richard W. Riley and Terry K. Peterson); and (6) "Using Task Forces in Local Educational Agencies to Develop Educational Policy" (Richard C. Wallace, Jr., Patricia Crawford, and Mary Ellen Kirby). The third part includes analyses of several commission reports: (7) "The Rhetoric of School Reform Reports: Sacred, Skeptical, and Cynical Interpretations" (Noreen B. Garman and Patricia C. Holland); (8) "Summits, Task Forces, and Commissions as Ceremonial Dance" (Terrence E. Deal); (9) "Substance and Symbolism in the Education Commission Reports" (Lars G. Bjork); and (10) "Teacher Professionalism and the Commission Reports: The Prospects for Creating a Learner-Centered Profession of Teaching" (Linda Darling-Hammond and Barnett Berry). Chapters in Part 4 focus on issues excluded from or minimally treated in commission reports: (11) "Gender

Costs; *Disabilities; Employment; *Federal Legislation; National Surveys; Public Policy; Social Change; Social Integration; Transportation

IDENTIFIERS- *Americans with Disabilities Act 1990; National Council on Disability

This report examines the implementation of the Americans with Disabilities Act (ADA) during the 5 years since its passage in 1990. An introductory chapter considers the overall importance of the Act; the continuing interest of the National Council on Disability (NCD) in the ADA; and the visits of NCD representatives to each of the 50 states, the District of Columbia, and the Virgin Islands to conduct town meetings of consumers and those involved in ADA implementation. Major findings are reported in terms of the ADA's effect on: (1) greater access to the physical environment; (2) increased access to employment opportunities; (3) easier communication and mobility; (4) modest implementation costs (despite exaggerated predictions); (5) strengthening of the roles and self-images of Americans with disabilities; and (6) creation of positive changes in American culture. The overall finding is that the law has begun to move the country toward becoming a society in which all Americans, including those with disabilities, can fully participate. Most of the document consists of summaries of town meetings, which are reported by state. Each summary attempts to answer the fundamental question of what the ADA has meant to the people of that state. Four appendices include: a description of the ADA, a description of the NCD, a listing of locations and dates for the town meetings, and a list of speakers at the town meetings. (DB)

ED 386 834 EC 304 222

Eicher, Josephine T.

Establishing a Program To Service Underachieving Bright Students in the Fourth Grade.

PUB DATE- 95

NOTE- 80p.; Ed.D. Practicum, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitude Change; *Cognitive Style; *Gifted; Grade 4; Inservice Teacher Education; Intermediate Grades; Parent Participation; Parent School Relationship; Parent Student Relationship; Self Esteem; Student Attitudes; *Student Motivation; Teaching Methods; Teamwork; *Underachievement

IDENTIFIERS- *Differentiated Curriculum (Gifted)

This practicum was designed to help five bright but underachieving fourth grade students in four classes regain their enthusiasm for learning through a multi-pronged approach with parents, students, classroom teachers, and specialists. Two workshops on learning styles and differentiated instruction were held for classroom teachers. Communication with parents involved meetings and monthly phone links. Students received lessons in affective education, study skills, and personal responsibility. Mentoring and counseling were important program components. Acceptance by the gifted enrichment program of responsibility for not only highly able achieving students but also highly able underachieving students was one of the practicum's achievements. Other evaluation data suggested that the practicum resulted in increased use of differentiated instruction by classroom teachers and increased use of alternate assignments to accommodate divergent learning styles. Evaluation data from parents suggested improved student self-severe intellectual disabilities. The review focuses on how: (1) the goals of education for students with severe intellectual disabilities are consistent with the educational goals of all students; (2) current school reform recommendations are often inconsistent with procedures that are effective for students with severe intellectual disabilities; and (3) the need exists for curricular and organizational tools to accommodate these students within the regular school. Emphasis is on strategies effectively used with this population. Specific sections address: the goals of education; strategies for restructuring schools; strategies related to effective staff roles; strategies related to curriculum; strategies related to instructional delivery; strategies for behavioral support; and strategies for social inclusion. (Contains approximately 225 references.) (DB)

ED 386 853 EC 304 242

Ellis, Edwin S.; Worthington, Lou Anne
Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators. Technical Report No. 5.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 13 Jan 94
NOTE- 145p.; For separate executive summary, see EC 304 243.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Early Childhood Education; *Educational Principles; Educational Strategies; Elementary Secondary Education; Grouping (Instructional Purposes); Higher Education; *Instructional Design; Instructional Effectiveness; Learning Strategies; Learning Theories; Research and Development; *Student Characteristics; Success; Teacher Effectiveness; *Teaching Methods; Theory Practice Relationship; Time on Task

This monograph presents a synthesis of the literature on empirically supported effective teaching principles that have been derived from research on behavioral, cognitive, social-learning, and other theories. After an introductory section, the first section discusses characteristics of empowered and ineffective learners. Motivational, cognitive, academic, and social characteristics are identified. The next section provides an in-depth examination of 10 effective teaching principles. Each principle is explained in terms of an overview of research, definitions and examples of terms, overview of instructional approaches, and limitations and barriers. Principles addressed cover: (1) engagement time; (2) success rates; (3) content coverage/opportunity to learn; (4) grouping for instruction; (5) scaffolded instruction; (6) addressing forms of knowledge; (7) activating and organizing knowledge; (8) teaching strategically; (9) making instruction explicit; and (10) teaching sameness in the curriculum. The last section examines effective lesson structure and critical presentation techniques. It reviews such variables as modeling, verbal rehearsal, gaining attention of learners, goal-setting, practice, and the use of instructional organizers and then addresses teacher behaviors such as teacher questioning, managing student responses, pacing, and providing feedback. (Contains approximately 350 references.) (DB)

Murphy, Joan, Ed.; And Others
Tourette's and Attention Deficit Hyperactivity Disorder: Toughing It Out at Home and at School.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Office of Special Educational Services.
PUB DATE- 95
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agencies; *Attention Deficit Disorders; Classroom Techniques; Educational Needs; *Educational Practices; Elementary Secondary Education; *Hyperactivity; Legal Responsibility; Medical Evaluation; Medical Services; *Neurological Impairments; Organizations (Groups); Psychological Evaluation; Psychological Services
IDENTIFIERS- *Tourette Syndrome

This resource book contains 43 articles to assist in addressing the problems of children with Tourette Syndrome or attention deficit hyperactivity disorder. Separate sections are provided for articles on medical, psychological, educational, and legal aspects of these conditions. Examples of topics considered in the medical section include: advances in treatment of Tourette syndrome, genetics of Tourette syndrome, diagnosis of Tourette syndrome, and the relationship between attention deficit hyperactivity disorder and Tourette syndrome. Topics in the psychological section include psychological treatment for Tourette syndrome, family problems, and the roles of various professionals. Topics in the educational section include appropriate accommodations and modifications, the roles of the school nurse and social worker, suggestions for teachers of students with Tourette syndrome, alternative placements, and vocational assessments. The legal section addresses administrative agency remedies and due process, social security benefits, law enforcement, and procedures of family courts. A final section provides brief articles on various agencies and support groups. The book also contains a glossary and a list of abbreviations. (DB)

ED 386 872 EC 304 261

Best Practices Manual for Idaho Gifted/Talented Programs.
PUB DATE- May 94
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; Academically Gifted; Creativity; Cultural Differences; Economically Disadvantaged; Educational Needs; Educational Practices; Educational Testing; Elementary Secondary Education; *Evaluation Methods; *Gifted; Gifted Disabled; Leadership; Rural Education; *State Standards; *Student Evaluation; *Talent; Talent Identification; Underachievement
IDENTIFIERS- *Idaho

This manual for Idaho school districts covers the identification, assessment, and educational needs of students who show

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Disabilities; Educational Assessment; Educational Environment; *Educational Practices; Educational Strategies; Elementary Secondary Education; Family School Relationship; *Inclusive Schools; Leadership; Pupil Personnel Services; *Regular and Special Education Relationship; *School Administration; School Community Relationship; School Personnel

This book for school administrators offers methods for effecting changes in school culture and practices so that inclusion of students with all kinds of disabilities is successful. The recommendations are based on such principles as the following: professionals must collaborate to serve students with disabilities appropriately; students are disadvantaged by a lack of diversity in classrooms; instructional environments must reflect real world demands, such as interdependence and independence; and curricula must incorporate a broader knowledge and skill base than traditional academic courses. After an introduction which identifies inclusion principles, defines terminology, and summarizes federal legislation requirements, individual chapters address the following general topics: (1) leadership; (2) the planning process; (3) assessment; (4) curriculum and instruction; (5) student supports; (6) family and community; (7) business management; and (8) personnel considerations. Each chapter discusses factors to consider and offers how-to strategies and sample forms and checklists. A resource section lists six agencies and associations concerned with disabilities. (Contains 10 references.) (DB)

ED 386 889 EC 304 280

Algozzine, Bob; Ysseldyke, James
Strategies and Tactics for Effective Instruction.
PUB DATE- 92
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Delivery Systems; Educational Planning; *Educational Principles; *Educational Strategies; Elementary Secondary Education; Evaluation Methods; *Instructional Improvement; Research and Development; *Student Evaluation; *Teaching Methods; Theory Practice Relationship

This book presents an instructional improvement system based on critical instructional factors identified by research. Teaching activities are provided for each of four components of effective teaching--planning, managing, delivering, and evaluating instruction. For each component, several teaching principles are identified and explained, and for each principle, several general strategies and specific tactics are suggested. Principles include deciding what to teach, deciding how to teach, communicating realistic expectations, preparing for instruction, using time productively, establishing a positive classroom environment, teaching thinking skills, motivating students, providing feedback, providing relevant practice, keeping students actively involved, modifying instruction, monitoring student understanding, monitoring engaged time, maintaining records of student progress, informing students of progress, using data to make decisions, and making judgments about student performance. (Contains 24 price of cognitive excellence. (DB)

ED 386 907 EC 304 301

Teaching Students with Disabilities: A Practical Guide.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; *Classroom Techniques; College Students; *Disabilities; Guidelines; Higher Education; Student Needs; Teacher Role
IDENTIFIERS- *University of Illinois

This brochure for faculty at the University of Illinois discusses accommodations for students with disabilities. Problems such students have in the areas of time management, accessibility, and coping with sudden changes are considered first. Teachers are urged to address the question of disabilities directly during the first class by inviting any student needing special accommodations to meet privately with the professor. Characteristics of three types of nonvisible disabilities and accommodations for them are considered. These include learning disabilities, mild to moderate sensory deficits, and chronic disabilities (i.e., diabetes, seizure disorders, cardiac or respiratory conditions, lupus, and cancer). Specific guidelines for ensuring physical access are provided, as are suggestions for accommodations in lecture and laboratory classes, guidelines for encouraging class participation, and guidelines for providing reasonable accommodations during written assignments and exams. Descriptions of three campus resources complete the brochure. (DB)

ED 386 908 EC 304 302

Algozzine, Bob, Ed.; Ysseldyke, Jim, Ed.
Tactics for Improving Parenting Skills (TIPS).
PUB DATE- 95
NOTE- 435p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Adult Education; *Child Rearing; Discipline; Early Childhood Education; Elementary Secondary Education; Ethnic Groups; Family Environment; Health Education; Independent Living; Interpersonal Competence; Motivation; Multicultural Education; Parent Child Relationship; *Parent Education; *Parenting Skills; *Parent School Relationship; Safety Education; Skill Development

This manual presents 99 one-sheet informational brochures designed to improve parenting skills. Each brochure is in a format suitable for duplicating, folding, and distributing. Each parenting "tactic" offers references to related brochures. Tactics are grouped under the following broad areas: (1) home/family involvement (e.g., accepting "The Other Family," education in the home, participating in the classroom, promoting family cooperation, supporting the child's needs); (2) school performance (e.g., achieving academic success,

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *English (Second Language); *Instructional Materials; *Lesson Plans; Limited English Speaking; Second Language Instruction; State Surveys; *Teaching Methods
IDENTIFIERS- *Content Area Teaching; Sheltered English

The 15 guides included in this training packet were compiled from data gathered during a 3-year study of content-English-as-a-Second-Language (content-ESL) programs across the United States. These 15 guides are intended as stepping stones and idea-generators and include information on curriculum development, material selection and adaptation, and lesson planning. Guidance is also offered on choosing techniques, learning cooperatively, and teaching thematically. Sample surveys, checklists, assessment protocols, and student profiles are included along with program profiles and additional resources. The guides include: (1) "When Is a Content-ESL Program a Good Idea?"; (2) "What Is Sheltered Content Instruction?"; (3) "Where Can You Go for Additional Help?"; (4) "What Should You Read if You Want To Know More about this Approach?"; (5) "What Does a Content-ESL Program Look Like?"; (6) "How Do You Decide Who Should Be in Content-ESL"; (7) "How Will Your Curriculum Change?"; (8) "How Are You Going To Access These Students?"; (9) "How Can You Identify Good Content-ESL Material"; (10) "How Can You Adapt the Material You're Using Now?"; (11) "What Are You Going To Do if You Can't Speak the Students' Language?"; (12) "What Can You Do When You Have a Linguistically Diverse Group in One Classroom?"; (13) "How Can You Make Your Program Fit Your School's and District's Goals?"; and (14 and 15) "How Do You Write a Lesson Plan for Students with Limited English Proficiency?" Contains a substantial reference list. (NAV)

ED 386 928 FL 023 237

Schulze, Mathias
"Themen" und der Computer (Themes and the Computer).
PUB DATE- Sep 94
NOTE- 15p.; Paper presented at Eurocall 94.
LANGUAGE- German
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autoinstructional Aids; College Students; *Computer Assisted Instruction; Computer Software Evaluation; Foreign Countries; *German; Higher Education; Independent Study; Instructional Materials; Introductory Courses; Program Descriptions; *Second Language Learning; Teacher Role

This report describes a project that used the computer-assisted instruction in conjunction with a textbook in a 3-year beginning German language class at a British university. Students received 6 hours per week of German language instruction: 2 hours with a human instructor, 3 hours of self-study in the language laboratory, and 1 hour of self-access to use materials in the language laboratory such as computer programs, newspapers, videos, etc. Because of departmental budget cut-backs, use of a computerized instruction system was surveyed with both students and teaching staff as a possible replacement for teaching staff time. A computer system was suggested as 40% of students at the university had computers and one third had word processors; all instructors had computer with second language texts, and finally, through concepts of curriculum, instruction, and assessment. It is argued that an analysis of second language readers documents the reading process as language-dependent rather than as universal. Chapters address the nature of second language reading, the data base in second language reading, text- and knowledge-driven operations in second language reading, and second language reading classroom factors. Assessment of comprehension is briefly reviewed, and recommendations are offered for theory, research, curriculum, and instruction. (Numerous references, figures, and tables are included.) (NAV)

ED 386 948 FL 023 264

Liou, Hsien-Chin
Assessing Learner Strategies Using Computers: New Insights and Limitations.
PUB DATE- Mar 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (Long Beach, CA, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Computer Assisted Instruction; Data Collection; English (Second Language); Higher Education; Instructional Materials; *Learning Strategies; Research Methodology; *Second Language Learning; *Student Evaluation

This paper discusses the assessment of learner strategies in the computer-assisted language learning context. It first reviews empirical studies, including two recent projects that have used the computer to record the interactive process where second language learners demonstrate different on-line language learning behavior, operationalized as types of learner strategies. Types of strategies included cognitive and metcognitive strategies such as resourcing, monitoring, practicing, or self-evaluation. The paper then illustrates the detailed process of data gathering, unitization, and interpretation. The findings and data collection techniques provide researchers in other fields with a new horizon where different sources of second-language learner data can be triangulated to help uncover the second language acquisition phenomena. Advantages of the powerful computer recording capacities lie in its accuracy, real-time immediacy, reliability, and compact storage space. It is argued that computer-based data collection methods are meant to complement other traditional methods, especially when the former are constrained. (Contains 28 references.) (NAV)

ED 386 949 FL 023 266

Urzua, Carole
Cross-Age Tutoring in the Literacy Club. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; *Cross Age Teaching; Educational Strategies; Elementary Secondary Education;

Speech Language Pathology; Teacher Education; *Teacher Salaries; Theater Arts; *Trend Analysis; Visual Arts

This volume provides comparative trend data for faculty salaries in public and private colleges and universities, based on two surveys, one of public and the other of private senior colleges and universities. For those institutions (223 public and 345 private) participating in both 1991-92 and 1994-95 surveys, trend data are provided. For each discipline, a summary article provides a definition of the discipline and information on average salaries by rank, including "new assistant professor" and the faculty mix percentage. Comparisons are made between the two study years and with the consumer price index. Appended to each article are a list of all 41 disciplines surveyed and lists of public and private institutions participating in the specific discipline focused on in the summary article. Data and summary articles are provided for the following disciplines/major fields: geography; geology; history (general); home economics; library science; mathematics; multi/interdisciplinary studies; music (general); nursing (registered nurse training); philosophy and religion; physical sciences; physics (general); political science (general); protective services; psychology; reading teacher education; sociology; special education (general); speech pathology and audiology; teacher education; and visual and performing arts. (DB)

ED 386 968 HE 028 549

Clagett, Craig A.; Kerr, Helen S.
Institutional Research: What Should We Expect? Defining and Exceeding Campus Expectations. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Decision Making; Evaluation Criteria; Higher Education; *Institutional Research; *Job Performance; Management Systems; *Organizational Effectiveness; Policy Formation; Research Administration; *Researchers; *Research Opportunities; *Staff Role
IDENTIFIERS- *AIR Forum

Expectations and roles of institutional researchers in higher education institutions are considered, as well as the question of what a research office should expect from its institution. A performance monitoring system for the assessment and continuous improvement of institutional research is also proposed. Ways that institutional research can be effective and have impact on policy formation and decisionmaking at the highest levels of the institution are identified. Sponsors and consumers of institutional research should be able to expect the following from its practitioners: technical competence, professional integrity and ethics, contributing to policy relevance, effective communication, high productivity, initiative, making a positive impact, self-evaluation and ongoing improvement, humility, and a sense of humor. In order to deliver on the expectations of its users the institutional research should expect the following from its institution: regular interaction with policymakers; access to campus databases; appropriate technology, including access to the Internet; adequate staff;

statewide average for released time is three hours annually per faculty member (approximately one class); 83 percent of full-time faculty teach eight or more classes annually; a typical full-time faculty member generates an average of 547 student credit hours annually, and a typical full-time faculty member teaches an average of 21 students per class. The format for the faculty workload report is illustrated, and data are presented for the specific community colleges, which are grouped by size (large, medium, small). The data collected cover: number of faculty, contractual teaching hours, released time hours, contractual workload hours, teaching overload hours, total workload hours, contractual sections taught, overload sections taught, total students taught, average section size, and student credit hours. (SW)

ED 386 986 HE 028 567

Chambers, Stephen
"Is American Higher Education Knocking on the Door of Federal Control?" AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 49p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Compliance (Legal); Court Litigation; Educational Trends; *Federal Aid; Federal Legislation; *Federal Regulation; Government Role; *Government School Relationship; Higher Education; *Institutional Research
IDENTIFIERS- *AIR Forum

Trends toward increasing federal involvement in higher education and the potential for additional federal mandated reporting are discussed. Areas where the relationship with the federal government has aided institutions are noted, as well as the possibility of harm to innovation and creativity. Historical developments in which government became involved in higher education include: an unsuccessful attempt by the New Hampshire state government to take control of Dartmouth College in 1819, land-grant college legislation (the Morrill Act of 1862) federally-sponsored research in agriculture and later defense-related fields coordinated by the National Research Council (NRC) established in 1916, provisions of the New Deal, veterans' education benefits (the G.I. Bill), the anti-Communist movement, the federal response to Sputnik (the National Defense Education Act of 1958), and incremental growth in appropriations to higher education from 1970 to 1994. The paper notes that federal aid to higher education has resulted in accountability for funds, and resources which could improve quality are diverted to greater administrative oversight to ensure compliance. A partial list of legislative acts illustrates the size and complexity of federal regulations over higher education. Court litigation and controversies between the federal government and higher education are also considered. Restoring public confidence in higher education through institutional assessment is identified as the primary vehicle available to prevent federal control, and to save any future form of self-regulation. (Contains 54 references.) (SW)

ED 386 987 HE 028 568

for Success; Ohio Department of Employment Services; Ohio Board of Regents; Ohio Department of Development; Ohio Department of Education; Ohio Rehabilitation Commission; Eastland Vocational School District; Adult Education Division and Postsecondary Adult Vocational Education Division, Ohio Vocational Association; Postsecondary Adult Vocational Education Division, Ohio and American Vocational Association; Springfield-Clark Joint Vocational School; and Ohio Women Work. (MN)

ED 386 541 CE 069 758

Adult Education. Measuring Program Results Has Been Challenging. Report to Congressional Requesters.
PUB DATE- Sep 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Adult Basic Education; *Adult Education; Adult Literacy; *Cooperative Programs; *Coordination; Educational Legislation; *Employment Programs; English (Second Language); Federal Legislation; Federal Programs; Job Training; Literacy Education; Program Effectiveness; Program Evaluation; Student Evaluation
IDENTIFIERS- *Adult Education Act; *Adult Education Act State Grant Program

A study reviewed the Adult Education Act's (AEA's) largest program--the State Grant Program, its coordination with federal employment training programs, and the extent to which the program ensured accountability for program quality and results. The study relied on national data in conducting its review and performed more detailed work in three states--California, Connecticut, and Iowa. Findings indicate that the goals of the AEA are broad and include citizenship and employment as well as the overall improvement of the adult education system. The most common types of instruction funded under the State Grant Program were basic education, secondary education, and English as a Second Language. Because many clients of federal employment training programs needed instruction provided by the State Grant Program, coordination among these programs was essential. Although the State Grant Program funded programs that addressed the educational needs of millions of adults, it had difficulty ensuring accountability for results because of a lack of clearly defined program objectives, questionable validity of adult student assessments, and poor student data. Experts disagreed about whether developing indicators of program quality will help the states. (Appendixes include State Grant Program budget and enrollment data, comments from the Department of Education.) (YLB)

ED 386 542 CE 069 760

Integration of Vocational and Academic Learning (Model TECH PREP Education Project). Final Performance and Financial Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 1 Sep 95
NOTE- 970p.
LANGUAGE- English
EDRS Price- MF07/PC39 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Community Colleges; *Demonstration Programs; Diffusion (Communication); Information

papers highlight issues of delimitation and certification, the role of governments, and the weight of social traditions and institutional forms in shaping new solutions. Part II allows the reader to compare how three countries--the United States, Ireland, and the Netherlands--converge on the essentials while maintaining their own ways of going about the business of occupational delimitation in "An Examination of the Work of Purchasing Managers in the United States Using Job Comparative Techniques" (Eugene W. Muller); "The Development and Implementation of National Vocational Qualifications in Purchasing: Some Issues of Validity and Value" (Andrew Erridge); and "Job Profiles of Purchasing Professionals" (M. Mulder, M. Bellemakers). Part III highlights three emerging issues. "Basic Skills: An Approach to Occupational Classification" (Joao Oliveira) suggests ways in which basic skills may form a conceptual foundation to occupational delimitation, standard setting, and certification. "A Converging System? Explaining Difference in the Academic and Vocational Tracks in England and Wales" (Tim Oates) characterizes factors that affect convergence and divergence in the academic and vocational pathways in the education and training system. "Occupational Standards and Business Ethics" (Judith Marquand) introduces an empirical and conceptual framework for addressing ethical considerations related to occupational standards and certification. (YLB)

ED 386 560 CE 069 783

Wiberg, Mary
The School-to-Work Opportunities Act: An Opportunity To Serve All Students. Women's Educational Equity Act Publishing Center Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Apprenticeships; Demonstration Programs; Dropout Prevention; Educational Change; Educational Legislation; *Education Work Relationship; *Equal Education; Federal Legislation; Models; Program Descriptions; Racial Discrimination; Secondary Education; Sex Discrimination; Sex Fairness; Vocational Education
IDENTIFIERS- *School to Work Opportunities Act 1994

This digest consists of two brief articles. The lead article, "The School-to-Work Opportunities Act: An Opportunity To Serve All Students" (Mary Wiberg) tells how the STW Act differs from vocational education by expanding the traditional programs and reflecting the constructivist model of education reform and how STW meets the needs of all students. These challenges to serving all students as well as recommendations are discussed: a steep learning curve for those new to the STW concept; lack of widespread public awareness and understanding about the intent of STW systems; lack of advocacy group involvement in the planning process; major focus on the secondary school level in the development of school-to-work systems; and perceived lack of resources to truly serve all students. The second article, "Models for Serving All Students" (Jenny L. Erwin) describes three models that can provide a framework for serving all students in the STW system: teen parents' flower business at Estrella Mountain High School, Laveen, Arizona; dropout prevention through the Buddy Contract Program in the Sevier program and to develop marketable skills leading to competitive employment. Modified occupational completion points fall between established occupational completion points as identified in curriculum frameworks. The guide is organized in five sections. Part 1 explains the concept of occupational completion points, defines them, provides a rationale and guiding principles, and discusses Individualized Education Plans, reporting, and certification in the context of Modified Occupational Completion Points. Parts 2-5 provide examples of the application of MOCPs in the following areas: the automotive technologies cluster, the environmental horticulture science and services cluster, the data entry vocational program, and the commercial foods vocational program. Each section includes job descriptions and student examples of applications of MOCPs in that field. Three appendixes provide course modifications rules; sample MOCPs in environmental horticulture; and sample blank student performance profiles, rating forms, and competency certificate. (KC)

ED 386 578 CE 069 826

Holmberg, Borje
The Sphere of Distance-Education Theory Revisited. ZIFF Papiere 98.
PUB DATE- Sep 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Learning; *Delivery Systems; *Distance Education; *Educational Objectives; *Educational Principles; *Educational Theories; *Learning Processes; Literature Reviews; Program Administration; Synthesis; Teaching Methods

Perhaps the most distinctive feature of distance education (DE) is that it is characterized by noncontiguous communication between the supporting organization and its students. A theory of DE must include phenomena and concerns that are internal to its practice and can also embrace external conditions influencing or being influenced by DE. In view of these facts, a general theory of DE proposed includes the following points: (1) DE serves individual learners who cannot or do not want to make use of face-to-face teaching; (2) society benefits from DE provision of liberal study opportunities for individual learners and professional/occupational training; (3) DE may inspire metacognitive approaches; (4) DE is based on deep learning as an individual activity; (5) DE is open to behaviorist, cognitive, and other modes of learning but also includes an element of industrialization; (6) personal relations, study pleasure, and empathy between students and those supporting them are central to learning in DE; and (7) although it is an effective mode of training, DE runs the risk of leading to mere fact learning and reproduction of accepted "truths." (Appended are summaries of explicit theories and hypotheses regarding distance education published elsewhere. Contains 59 references.) (NN)

ED 386 579 CE 069 835

Weinbaum, Sandy; Wirmusky, Frank
Building on Best Practices in Youth Employment: What Works, How Do We Know, How Do We Sustain and Replicate Them.
SPONS. AGENCY- Department of Labor, Washington, D.C.; National Youth Employment Coalition, Washington, DC.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Dialog Journals; *Journal Writing; *Literacy Education; Reading Writing Relationship; Student Journals; Teaching Methods; *Writing Exercises; *Writing Instruction; *Writing Skills

Using a writing journal with adult literacy students is an effective way to introduce them to writing while working with their reading, self-esteem, and confidence levels. One type of journal that combines the skills of reading and writing is the reader response journal. In these journal exercises, the students read a story or section of a story to the teacher, who then asks them to respond to some questions. The dialogue journal is appropriate for students in a very basic reading and writing program. Typically, a dialogue journal may begin with the teacher writing a short entry about something that is familiar to the student. By beginning the dialogue journal with the teacher or tutor, students feel less threatened and generally are more willing to write. Students' writing skills are not evaluated in dialogue journals; students are encouraged to focus on what they are writing rather than how it is written. A spinoff of the dialogue journal is a self-esteem journal with assignments that get the students thinking about aspects of their life that they may not have considered before. The teacher puts quotations, sayings, or parts of essays into the student's journal. Normally, the quotes would center around a particular theme, such as self-esteem or a positive attitude. Suggestions for teachers include the following: not being afraid to experiment, asking the students, repeating assignments that work, being patient, getting students comfortable with writing, and writing with the students. Contains eight references. (YLB)

ED 386 597 CE 069 894

Nixon-Ponder, Sarah; And Others
"Watching a Light Go on": Exploring the Use of Authentic Literature with Adult Learners. Teacher to Teacher.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Childrens Literature; *Literacy Education; Reading Instruction; *Reading Material Selection; Supplementary Reading Materials

A team of professional adult literacy educators identified approximately 100 titles of picture books and young adult books appropriate for the adult learner. A collection of their ideas, titled Recommended Trade Books for Adult Literacy Programs: Annotated Bibliography with Teaching Suggestions, contained information on 93 titles, including lesson plans for some books and teaching suggestions for all of them. Three teachers in greatly different classes and programs piloted the materials. Using picture books and young adult literature in the adult literacy classrooms not only fostered critical thinking skills but also a love for reading. Reading authentic literature connected adult learners with others' feelings and experiences while broadening their view of the world; it sparked an mediating variable between the two terms and considering main effects oversimplify the situation. A more abstract implication is the need for major revisions in the research of life event stressors, women, and psychological adjustment. Numerous tables and figures are included. (JBJ)

ED 386 616 CG 026 406

Moody, Connie W.
Will the Professional Support Evaluation Model Really Work? A Case Study of Its Use with Gifted and Talented Resource Specialists (Williamsburg/James City County Public Schools, Virginia).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 35p.; Paper presented at the National Evaluation Institute of the Center for Research on Educational Accountability and Teacher Evaluation (CREATE) (Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; Administrator Evaluation; Educational Resources; Elementary Secondary Education; *Evaluation Criteria; Gifted; Job Performance; *Personnel Evaluation; Program Evaluation; Resource Staff; *Resource Teachers; Specialists; Talent

The Williamsburg/James City County (WJC), Virginia School System employs a wide variety of professional support personnel (PSP). Little has been done to properly evaluate and monitor PSP or programs with which they are involved as the focus is on classroom teacher evaluation. PSP are reluctant to be evaluated by persons who have little knowledge of PSP professional roles and responsibilities, and who use methods with little relevance for PSP positions. The purpose of this project is to provide a framework for evaluating five full-time and one part-time WJC enrichment specialists based on the method outlined in the book, "Evaluating Professional Support Personnel in Education" (James H. Stronge and Virginia M. Helm). Steps identified to reach program evaluation goals were: (1) Identify System Needs; (2) Identify Duties; (3) Select Performance Indicators; (4) Set Performance Standards; (5) Document Job Performance; (6) Evaluate Performance; and (7) Improve/Maintain Professional Services. Appendices, making up one-third of the document, detail specific WJC program evaluation components such as an evaluation time line, schoolwide enrichment program review form, job areas and duties of an enrichment resource specialist, a checklist for developing appropriate standards, and an artifact analysis form. (JBJ)

ED 386 617 CG 026 408

Crossman, Leslie L.
Factors Which Predict Hostility toward Women: Implications for Counseling.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

in being successful in future careers. This practicum report discusses solutions for middle school students who were not being exposed to career choices, school districts which were not restructuring the career education curriculum, and the debate among educators regarding whether academic or vocational course offerings would be best for students. Also discussed are funding, the importance of life-long learning, and how the school and business community can support students in preparing them for their career future. Included in this document are: (1) description of the work setting; (2) study of the problem; (3) anticipated outcomes and evaluation instruments; (4) solution strategies; (5) results; (6) recommendations; (7) model career curriculum; and (8) dissemination. Analysis of the data revealed overwhelmingly that a career education program is a win-win solution for middle school students, parents, educators, businesses and political leaders. It also revealed that students of all academic levels, social skills, gender, ethnicity and economic status can benefit from a career education program. (Contains 37 references. Five appendices include two survey instruments.) (Author/JBJ)

ED 386 637 CG 026 453

Mitchell, Stephanie
Evaluation of Project TREC: Teaching Respect for Every Culture.
PUB DATE- 31 Dec 94
NOTE- 127p.; Photographs and graphics may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Education; *Cross Cultural Training; Cultural Differences; Cultural Pluralism; Curriculum Development; *Drug Education; Drug Use; Elementary Secondary Education; Health Education; Illegal Drug Use; *Multicultural Education; *Program Evaluation; Staff Development; Substance Abuse

The purpose of Teaching Respect for Every Culture (TREC) was to ensure that racial/ethnic, gender, disability, and other circumstances did not bar student access to alcohol/drug education, prevention, and intervention services. This report describes the implementation and evaluation of the TREC Project. Five objectives of TREC were to: (1) establish a committee to review and develop culturally appropriate alcohol/drug prevention and education materials; (2) involve students from diverse backgrounds in alcohol/drug prevention by developing multicultural youth conferences/retreats; (3) expand the pool of school staff with expertise concerning both alcohol/drug prevention and multicultural issues and strategies; (4) increase the knowledge of and support for school alcohol/drug prevention strategies among parents from diverse cultures; and (5) assist underserved and diverse groups of students in accessing and completing recommended alcohol/drug assessments. Analysis of ethnographic data support TREC's positive effects on student participants. Five recommendations are made. Appendices include reflections on TREC by Project Coordinators, agenda's for various aspects of the program, curriculum for TREC student retreats, ethnographic interview protocols, program materials, and multicultural resources. (JBJ)

ED 386 638 CG 026 454

Michelozzi, Betty Neville
Coming Alive from Nine to Five: The Career Search Handbook and

Catherine Belter, National Parent Teacher Association; Winston Cox, Showtime Networks Inc. & National Cable Television Association's Satellite Network Programmers Committee; Gael Davis, National Council of Negro Women; Al DeVaney, WPWR-TV Channel 50 & Association of Independent Television Stations, Inc.; Edward Donnerstein, Department of Communications, University of California; Paul Dovre, Concordia College; Dave Durenberger, U.S. Senator from Minnesota; Robert Gould, National Coalition on Television Violence; Carl Levin, U.S. Senator from Michigan; Mara Puri, Susan Clark, & Alex Karas; James Quello, Federal Communications Commission; Janet Reno, Attorney General of the United States; Paul Simon, U.S. Senator from Illinois; Joy Stockwell & Dean Stockwell; Howard Stringer, CBS Broadcast Group; Jack Valenti, Motion Picture Association of America; George Vradenburg, III, Fox, Inc.; Lindsay Wagner. Appendices include: Carl Levin, U.S. Senator, letter from, to U.S. Senator Hollings, dated November 3, 1993; prepared statement of the American Medical Association; Ed Donnerstein, University of California, Santa Barbara, letter from, to John Windhausen; prepared statement of Senator Dorgan; and "H. F. Guggenheim Urges Vigilance against Media Violence," press release. (JBJ)

ED 386 659 CG 026 483

Savich, Nancy L.
Are Children More at Risk of Being Sexually Abused if Their Mothers Were Sexually Abused as Children?
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; *Child Abuse; Children; Elementary Education; *Mothers; Parent Child Relationship; Parent Influence; Prevention; *Sexual Abuse
IDENTIFIERS- Ohio (Lucas County)

Due to the increase in child sexual abuse allegations, it is essential to know possible predictors or risk factors to aid in prevention. This study examines the correlation between a mother who was sexually abused as a child and the increased risk of her children being sexually abused. The sample consisted of 60 child sexual abuse investigations conducted at Lucas County (Ohio) Children Services. A comparison was made between the investigations disposition, for instance substantiated, indicated or unsubstantiated, and the mothers' self-report of being sexually abused as children. The results from this study showed a positive relationship between the mothers who were sexually abused during childhood and their having children who were sexually abused. Contains seven references. (Author)

ED 386 660 CG 026 485

Is Substance Abuse Increasing among WCPSS High School Students? Eye on Evaluation.
PUB DATE- Aug 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; Drug Abuse; Drug Use; High Schools; *High School Students; Illegal Drug Use; Lysergic Acid Diethylamide; Marijuana; School Surveys; Student Surveys;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Childrens Literature; Elementary Education; Language Arts; *Learning Activities; *Literacy; Parent Child Relationship; Parent Participation; *Parent Role; *Parent Teacher Cooperation; *Reading Processes; Reading Writing Relationship; Student Evaluation; *Teacher Role; Teamwork
IDENTIFIERS- *Family Literacy; Trade Books

This book is intended to transcend the gap between parents and teachers so that they may work together to benefit the youngsters they share. The intent, focus, and direction of the book are all highly connected and recursive. The intent of the book is to diminish the differences between the roles of parent and teacher so that they may become members of the same team with the goal being the support of learning. The focus of the book is on what should be known about literacy and learning to give support to the young students. The direction of the book will be toward understanding learning as a social, cognitive, emotional, and life-supporting endeavor that starts at home at birth and continues at home, at school, and in the community throughout an individual's entire lifetime. The book is about examining the reading process and the common misconceptions that are held almost equally by both parents and teachers. The book points out that much of learning means getting the idea of learning--thus, learning to read and write means getting the idea of reading and writing and then gaining control over the complexities of reading and writing by reading and writing. The book concludes with a list of publishers of quality children's literature and a list of Caldecott Medal and Newbery Award winners. (NKA)

ED 386 681 CS 012 226

Durall, Patricia C.
Years of Experience and Professional Development: A Correlation with Higher Reading Scores.
PUB DATE- 10 May 95
NOTE- 20p.; Course Project, Murray State University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 4; Intermediate Grades; *Professional Development; *Reading Achievement; Reading Research; Scores; Staff Development; Teacher Effectiveness; *Teaching Experience
IDENTIFIERS- Kentucky; Teaching Research

A study examined whether a correlation exists between the number of years of experience and professional development that a teacher has and the gain in the classroom's average of total reading scores. Teachers participating in the study were the instructors of the three fourth-grade units of a lower-to-middle class socioeconomic elementary school in Kentucky, in their 23rd, 7th, and 2nd years of teaching, respectively. Using a Pearson r to compare the gains in total reading to the years of experience and staff development, it was found that a correlation does exist. It was concluded that teachers who stay in the profession gain knowledge of teaching and assemble strategies over the years to make them more productive and effective. (Contains 2 tables of data and 10 references.) (SR)

ED 386 682 CS 012 234

Rosenthal, Nadine

of data.) (RS)

ED 386 699 CS 012 257

Pollock, John S.
Reading Recovery Program 1994-95. Final Evaluation Report. Elementary and Secondary Education Act--Chapter 1.
PUB DATE- 95
NOTE- 45p.; For 1992-93 report, see ED 376 437.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary School Students; Grade 1; *High Risk Students; Instructional Effectiveness; Outcome Based Education; Parent Participation; Primary Education; Program Effectiveness; *Reading Programs; *Remedial Reading; Urban Education
IDENTIFIERS- Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; *Ohio Reading Recovery Program

A study evaluated the effectiveness of the 1994-95 Reading Recovery program as implemented in the Columbus, Ohio, public schools. The program featured individualized one-on-one lessons provided by 69 specially trained teachers serving 546 pupils. Data included results of administration of Metropolitan Achievement Tests and Scott Foresman text reading level testing. The treatment group consisted of the 237 pupils who were either discontinued (161) or received 60 or more lessons but not discontinued (76). Resulted indicated that (1) of the 237 treatment group pupils, 218 (92%) displayed over time each of the 3 strategic processing behaviors (monitoring reading, constructing meaning, and integrating sources of information); (2) of the 237 pupils in the treatment group retention data were available for 232 pupils; of these 232 pupils, 220 (94.8%) were not retained (criterion was 75.0%); (3) of the treatment group of 237 pupils, 209 (88.2%) read 5 or more books at text reading level 8 or above (criterion was 50.0%); (4) 4.6% of the 219 Total Reading evaluation sample students were at grade level, while 90% were below the 37th percentile and still eligible for Chapter 1 services; (5) of the 221 Reading Comprehension evaluation sample pupils, 8.1% were at grade level, while 80.5% were below the 37th percentile; (6) the average normal curve equivalent (NCE) score for the 219 Total Reading evaluation sample pupils was 31.2 NCEs, and the average NCE score for the 221 Reading Comprehension sample on the posttest was 35.5 NCEs; and (7) 648 different parents or guardians were involved in some way with the program. Findings suggest continuation of the program with attention given to 7 recommendations. (Contains 13 figures of data.) (RS)

ED 386 700 CS 012 258

Lore, Rosemary; Chamberlain, Edward
Language Development Component Chapter 1 Reading Program 1993-94. Final Evaluation Report. Elementary and Secondary Education Act--Chapter 1.
PUB DATE- 94
NOTE- 51p.; For 1992-93 report, see ED 375 375.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Students; *High Risk Students; *Instructional Effectiveness; Language Acquisition; Outcome Based Education; Program Effectiveness; *Reading Programs; Reading Research; Reading Skills; *Remedial

students to investigate matters of private and public concern directly affecting their learning. Collective research projects offer students and teachers what Ann Ruggles Gere calls a temporary semi-autonomous community in which to study topics of critical importance to them. Collective research makes new demands on both teachers and students, as one collective project with nontraditional students at Northern Essex Community College (Massachusetts) demonstrates. Because the instructor considers learning to generate research topics a critical process, work on the project began in the 4th week and extended into the 7th. As the class settled on the topic of "Children's Problems," students chose to work on subtopics related to their interests and experience; then, they chose groups of no more than four to investigate these subtopics. Refining and negotiating the subtopics continued through the 9th week of class, as students sent delegates to the library and to community agencies for source material. Negotiation of roles for group members continued from the 10th to the 13th week, with each student responsible for writing at least a two-page section of the group paper. Students decided to treat the oral presentations, held during the final class, as a mini-conference; many dressed up for the occasion. Student evaluations of each stage of this process suggest that they were generally positive about the collective research project. (Contains 25 references.) (TB)

ED 386 720 CS 215 016

Rupp-Serrano, Karen
From Gutenberg to Gigabytes: E-Journals and the Scholarly Community.
PUB DATE- Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computers; *Computer Uses in Education; *Electronic Publishing; *Faculty Publishing; Higher Education; *Periodicals; *Writing for Publication
IDENTIFIERS- *Electronic Journals; Historical Background; Scholarly Communication; Technological Adaptability

The electronic periodical may be defined as a publication that is not on paper but is rather created and stored by electronic means. That is, the electronic periodical is written, edited, refereed, and distributed by means of machine-readable files that are distributed via a telecommunications system. For the scholar, the electronic periodical may mean faster publication of research and the ability to interact more rapidly with colleagues. For the publisher, electronic periodicals may mean a new avenue of publication, or they may pose a threat to a traditional means of business. A short history of the electronic periodical would begin in the 1970s when the idea grew out of advances in telecommunication conferencing. The first electronic journal, "Mental Workload," was funded by the National Science Foundation. Today's electronic journals are a varied group, representing a wide range of topics and viewpoints, from popular to scholarly. The growing importance of electronic periodicals raises a number of questions and issues. Though one of the great benefits of the electronic medium is its speedy publishing and space available for reader finally, in the development of new theories of metaphor based on their work in the course. The course began with the exploration of various theories of metaphor: those of I. A. Richards, Wayne Booth, Paul Ricoeur, Max Black, Laurence Perrine, and several others. Students also read poetry by Galway Kinnell, W. H. Auden, Dorothy Parker, and Sylvia Plath. They read prose by Poe, Nancy Mairs, Henry James and Marquez, everything from "Like Water for Chocolate" to "Harlem Sweeties." In all of these texts, the students observed rhetorical transaction at work. Defined as a mutually creative inter-relationship among author, text and audience, rhetorical transaction becomes a fruitful way of understanding the creative force of metaphor. One graduate student investigated the metaphorical aspects of humor, positing that jokes are funny because of a shared social context between the speaker and the audience, and a willingness to "associate" or connect two disparate or incongruous concepts, a process that can be called transactional as well as metaphoric. (Contains course syllabus.) (TB)

ED 386 739 CS 215 044

Ruzich, Constance M.
Are You My Mother? Students' Expectations of Teachers and Teaching as Related to Faculty Gender.
PUB DATE- Mar 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Freshman Composition; Higher Education; *Sex Differences; Sex Stereotypes; *Student Attitudes; Student Surveys; *Teacher Student Relationship; Undergraduate Students; *Women Faculty
IDENTIFIERS- *Gender Issues; *Student Expectations

A study focused on the ways in which students conceptualize college teachers as authority figures, and examined differences between the ways in which male and female teachers were perceived. The sample examined consisted of 269 college freshmen enrolled at a private liberal arts college in either remedial freshman composition (94 students) or in general freshman composition (173 students). A questionnaire was developed to survey students' attitudes towards instructors with whom they had had minimal experience. Results suggest that there have been few changes in gender-based expectations of teachers in the last 10 to 15 years. The present study, however, does offer new insight into how students apply gender expectations. Although female instructors were more likely to be judged as possessing stereotypically feminine traits, male instructors were not accordingly judged as possessing stereotypical male traits. The present study suggests that female instructors are more likely to be judged as "types," while male instructors are more likely to be judged as individuals. These findings may explain why it is that female instructors have been judged more harshly for failing to comply with gender stereotypes than have male instructors. (Contains 30 references.) (Author/TB)

ED 386 740 CS 215 045

Farest, Cynthia A.; Miller, Carolyn J.

Bagdad' as an Interdisciplinary, Middle School Unit" (Martin Mullarkey); (16) "An Approach to Teaching Four Poems about Education: A Thematic Unit for Pre-Freshman Minority Students" (Mary Sauter Comfort); (17) "Caribbean Literature as Catalyst in the Composition Classroom" (Keith Gilyard and others); (18) "A Fiesta of Voices: Regional Literature in the Multicultural Classroom" (Jeffrey Laing); and (19) "Expanding the Literary Canon through Perceptions of Diversity and the American Dream" (Eileen I. Oliver). (NKA)

ED 386 757 CS 215 070

Thurston, Kay
The Tribal College: A Model for Western Institutions.
PUB DATE- 25 Mar 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Culturally Relevant Education; Higher Education; Instructional Effectiveness; *Navajo (Nation); *Student Needs; Teaching Methods; *Tribally Controlled Education; *Writing Instruction
IDENTIFIERS- Developmental Writing Program; Historical Background; *Native Americans; *Navajo Community College AZ

Mainstream educational institutions could improve their success rate with Native American students by emulating strategies used in tribal colleges. It is a well-documented fact that Western institutions are extremely unsuccessful in retaining Native American students. Research focusing specifically on composition courses at the University of New Mexico found that Native Americans are two-and-a-half times more likely to drop or fail those courses than their Anglo counterparts. One of the main factors in the high dropout rate is financial difficulty; another factor is the Native American student's need for family contact and support. Navajo educators at Navajo Community College (NCC) in Arizona, have been sensitive to student needs--developmental writing class size has been kept to 15 students, and 3 separate developmental writing classes have been offered. The college also familiarizes Western instructors with the students' cultural background and the historical context in which teaching takes place. Particularly emphasized are the tribal stories--or at least the first of 12 levels of understanding the stories. In earlier times, White educators tried to eradicate Navajo culture and negate Navajo ways of knowing. The traditional Navajo cultural model, when followed, produces balance and harmony for all of creation. Many writing instructors at NCC (1) use reading and writing topics relevant to students' lives; (2) do less lecturing and more small group work; (3) experiment with portfolios which include community projects; and (4) look for ways to acknowledge different rhetorical styles. (NKA)

ED 386 758 CS 215 074

Using Minds Well: Dropout Prevention Program.
PUB DATE- 95
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

groups, the damage wrought by the method belies the nobility of the ends. (Contains 21 references.) (NKA)

ED 386 776 CS 509 050

Danielson, Mary Ann; Mitchell, Nancy
Creative Problem Solving: A Comparison of Techniques.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Comparative Analysis; *Creativity; *Decision Making; *Group Dynamics; Higher Education; *Interpersonal Communication; *Nominal Group Technique; *Problem Solving; Undergraduate Students
IDENTIFIERS- *Idea Generation

A study explored the relationship between creative problem solving and group decision making techniques as measured by the outcome variables identified in earlier studies. Subjects, 46 undergraduate students enrolled in communication courses at 2 midwestern universities, were divided into 3 groups, a Nominal Group Technique (NGT), Unstructured Group Activities (UGA), and individual participation (IND). Subjects were asked to generate possible themes/topics for a new magazine targeting college and university students, and then to complete questionnaires. Results indicated that: (1) use of the NGT led to a larger quantity of ideas generated, but generally reflected less evidence of group process and lower satisfaction, confidence, and efficiency; and (2) observations of UGA groups detected more "piggy backing" or "springboarding" of ideas among group members during interaction. Findings suggest that the NGT is useful but not optimal for creative decision making, and that the advantages of both the NGT and UGA structures are enhanced when combined. (Contains 19 references and 1 table of data. An appendix presents the questionnaire and instructions for members of the various groups.) (RS)

ED 386 777 CS 509 051

Przybylo, Jeff; And Others
The High School & College/University Individual Events Judge's Ballot: A Quantitative Analysis of Current Ballot Content and Approaches.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995). Celeste Devore's reaction paper contains faulty type and may not be completely legible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; Content Analysis; *Debate; Higher Education; High Schools; Judges; *Student Evaluation
IDENTIFIERS- Debate Coaches; *Debate Tournaments

A study investigated the content of individual forensic events ballots. In the study, 150 high school and 274 college ballots were randomly selected from 17 tournaments, and each comment on each ballot was evaluated and coded. Data indicated that the

NOTE- 388p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Capitalism; *Competition; Educational Change; *Educational Economics; Educational Vouchers; Elementary Secondary Education; *Free Enterprise System; Government School Relationship; Higher Education; *Private Education; Privatization; *Public Education; School Choice

This book argues that public education no longer fosters in students basic skills, scientific and cultural literacy, civic virtues, and desirable habits/attitudes toward society and its institutions. The book asserts that government provision of goods and services is usually less effective and efficient than provision through a market system. It advances a market approach to education that includes a three-sector industry comprised of public schools, nonprofit private schools, and schools for profit. Following the introduction, chapter 2 describes the future context of public education, shaped by cultural and demographic changes. Conflicts of interest between producers and consumers in public education and their resolution in the private sector are discussed in the third chapter. A critique of the public-education information system is provided in chapter 4. The fifth chapter advances reasons why the market system provides a superior educational information system. The next seven chapters explore the real costs of public education, educational outcomes as an efficiency issue, the educational consequences of racial conflict, a reconsideration of the equality of educational opportunity, the impact of higher education on the public schools, educational research and development, and the educational agenda and its problems. The final chapter examines strategies for moving toward a market system of education. The epilogue describes several recent developments and their ramifications for the transition to a market system. Six tables are included. Each chapter contains extensive notes in the back of the book. (LMI)

ED 386 797 EA 027 007

Tewel, Kenneth J.
New Schools for a New Century. A Leader's Guide to High School Reform.
PUB DATE- 95
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Educational Change; *High Schools; *Leadership; Leadership Qualities; Management Development; Organizational Change; *Organizational Theories; School Organization; *School Restructuring

This book provides guidelines for leaders who seek fundamental and lasting school restructuring. Following the introduction, chapter 2 presents an explanation of the core concepts of school restructuring and explains the significance of those disabling habits of mind and practice that dominate most traditionally organized high schools and inhibit the school-reform process. Chapters 3 and 4 take an in-depth look at the and the Reports: The Case of the Missing Piece" (Lois Weis); (12) "Minorities and Educational Reform: A Question of Equity and Excellence" (Tom Thompson); (13) "Why Do Educational Reform Commissions Fail to Address Special Education?" (Michael M. Gerber and Melvyn I. Semmel); and (14) "Effective Schools...and Beyond" (Charles L. Glenn). Part 5 contains the epilogue: (15) "The Future of Reform Commissions" (Rick Ginsberg and David N. Plank). References accompany each chapter. An index is included. (LMI)

ED 386 815   EA 027 029

Geisert, Gene; Lieberman, Myron
Teacher Union Bargaining: Practice and Policy.
PUB DATE- 94
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arbitration; *Boards of Education; Civil Law; *Collective Bargaining; Contracts; Contract Salaries; Elementary Secondary Education; Labor Relations; *Negotiation Agreements; Negotiation Impasses; Public Policy; Strikes; *Unions

This book provides school board members with hands-on guidelines for collaborative bargaining with teacher unions. The book combines the practical with the conceptual and policy dimensions of teacher bargaining. Part 1 provides a view of immediate problems in their context--broad policy issues that affect across-the-table bargaining. Eight chapters address the following topics: must schools bargain? organization of the board for collective bargaining; tactics for negotiating with teachers unions; basic board issues and strategies; shared decision making; statutory benefits and teacher contracts; negotiation strategies with middle management; and efficiency issues in contracting for education services. Chapters in part 2 raise various public-policy issues that arise from teacher bargaining. The focus is not on how to cope with the bargaining process, but rather on whether and how the process might or should be changed as a matter of public policy. The first four chapters challenge the public-policy rationale for teacher bargaining and/or the rationale for public-sector bargaining. The remaining chapters address binding arbitration, professional ethics in public education, the National Board for Professional Teaching Standards, teacher salaries, agency shop fees; academic bias in public-sector labor relations, educational reform and teacher bargaining, and alternatives to teachers unions. (LMI)

ED 386 816   EA 027 030

Lieberman, Myron
Privatization and Educational Choice.
PUB DATE- 89
NOTE- 401p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; Cost Effectiveness; *Educational Economics; *Educational Vouchers; Elementary Secondary

esteem and increased accountability in students who had been alienated from academics. Appendices include the teacher self-report forms on use of differentiated studies and divergent learning styles, the agenda used in the parent meeting, a questionnaire on students' feelings about school, the agenda for the teacher workshops, the parents' evaluation survey, and other forms. (Contains 25 references.) (DB)

ED 386 835 EC 304 224

Heggoy, Synnove J.; And Others
Rural Gifted Adolescent Females: Perceptions of Curriculum at Elementary and Secondary Levels.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual National Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Black Students; College Freshmen; *Curriculum Enrichment; Elementary Secondary Education; Enrichment Activities; *Females; *Gifted; Individual Development; Mentors; *Rural Education; Rural Youth; Special Education; *Student Attitudes; *Student Development; White Students
IDENTIFIERS- African Americans; Georgia

This study of seven gifted female first-year college students (three African-American and four Euro-American) who had graduated from public high schools in rural south Georgia investigated their perceptions of their gifted programs in elementary and secondary school. Three data sources were used: a self-report participant questionnaire, follow-up interviews using structured open-ended questions, and a self-report skill assessment instrument. Findings indicated that influences regarded as most important occurred in students' elementary level gifted programs. Secondary programs were seen as minimal in influencing the decisions made about college programs and majors. Students also indicated that the most influential aspects of their secondary curriculum came not from gifted programming but rather from mentors through participation in informal educational opportunities. The study's implications suggest that gifted female students from rural backgrounds would benefit from such things as support of their interests in nontraditional subjects and careers, exposure to options using their perceived strengths, encouragement to reach out to experiences expanding their views of the world, assistance with broadening career and educational options, and help with continued development of personal identity. (Contains 21 references.) (DB)

ED 386 836 EC 304 225

EASE Project: Equal Access for Students to Education and Experience. October 1, 1992 - September 30, 1994. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 30 Sep 94
NOTE- 514p.; Selected component publications of this final report have been separately analyzed, see EC 304 226-229.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 386 854 EC 304 243

Ellis, Edwin S.; And Others
Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators. Executive Summary. Technical Report No. 6.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 4 Mar 94
NOTE- 41p.; For full report, see EC 304 242.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; *Educational Principles; *Educational Strategies; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; Learning Theories; Teacher Effectiveness; *Teaching Methods

This executive summary of a research synthesis on effective teaching principles notes current trends in effective teaching research and educational reform and finds that research from both teacher-centered and student-centered paradigms have substantial empirical support. Descriptions are then provided of 10 teaching principles identified as effective, including a summary of the research and limitations and barriers for each. The principles are: (1) students learn more when engaged actively in an instructional task; (2) high and moderate success rates correlate positively with student learning outcomes; (3) increased opportunity to learn content is correlated positively with increased student achievement; (4) students learn more when they are being directly taught or supervised by a teacher; (5) deliberate and careful scaffolding of instruction helps students become independent learners; (6) critical forms of knowledge that must be addressed are declarative knowledge, procedural knowledge, and conditional knowledge; (7) instruction in organizing, storing, and retrieving knowledge increases learning; (8) strategic instruction helps students become more independent, self-regulated learners; (9) explicit instruction also helps achieve this goal; and (10) the teaching of sameness within and across subjects promotes students' ability to access knowledge in novel problem-solving situations. (DB)

ED 386 855 EC 304 244

Thorkildsen, Ron
Research Synthesis on Quality and Availability of Assistive Technology Devices. Technical Report No. 7.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 11 Mar 94
NOTE- 104p.; For separate executive summary, see EC 304 245.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Augmentative and Alternative Communication; *Design Requirements; *Disabilities; *Educational Technology; Elementary Secondary Education; Equipment Evaluation; *Equipment Utilization; Evaluation Criteria; Needs Assessment;

intellectual promise, specific academic performance, leadership, creativity, or talent in the visual or performing arts. It is organized into seven chapters and seven appendices which take up approximately half the publication. The seven chapters are: (1) Best Practices; (2) Talent Areas; (3) Identification; (4) Instrumentation; (5) Programming; (6) Teacher Qualifications; and (7) Evaluation. The manual addresses the needs of underserved students who are gifted, including rural residents, underachievers, the economically disadvantaged, disabled, or culturally diverse. The state definition of gifted/talented, teacher competencies, and principles for curriculum differentiation are presented. Methods to evaluate the range of student abilities and talents are addressed. Charts of formal and informal student evaluation instruments detail the school level addressed, type of ability/talent, content areas, and mode of test administration. Testing approaches are identified for students with severe physical impairments, visual impairments, hearing impairments, learning disabilities, underachievement, and extreme giftedness. Program options for serving gifted students are noted, along with teacher training and program evaluation guidelines. The appendices include: teacher and parent rating scales, checklists, other identification instruments, interview questions, evaluation criteria for student portfolios, and forms for numerous administrative uses. Also included are a glossary and information on resource materials and organizations. (Contains 126 references.) (SW)

ED 386 873   EC 304 262

Pool, Harbison, Ed.; Page, Jane A., Ed.
Beyond Tracking: Finding Success in Inclusive Schools.
PUB DATE- 95
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Black Students; Change Strategies; Cognitive Style; Cooperative Learning; Educational Change; *Educational Strategies; Elementary Secondary Education; Gifted; High Risk Students; *Inclusive Schools; Learning Strategies; Low Achievement; Mainstreaming; Middle Schools; Minority Groups; *School Restructuring; *Special Needs Students; Student Needs; Student Placement; Teacher Education; Teaching Methods; *Track System (Education)

This collection of papers addresses tracking, whether it should be abolished, the movement toward inclusiveness in schools, strategies to meet all students' needs, and the process of untracking. Contents are as follows: "Why Ability Grouping Must End: Achieving Excellence and Equity in American Education" (Jomills Henry Braddock II and Robert E. Slavin); "Understanding Ourselves: The Ancestry of Tracking" (Kathleen Cruikshank); "Conditions That Enhance the Reintegration of Schools" (Anne Wheelock); "Is It Possible To Live with Tracking and Ability Grouping?" (Paul S. George); "More Than Meets the Eye: Links between Tracking and the Culture of Schools" (Jeannie Oakes); "Tracking and Its Effects on African-Americans in the Field of Education" (Jane A. Page and Fred M. Page, Jr.); "Holistic Education Leadership and the Tracking Controversy" (Malcolm Katz); "Beyond Tracking, What? Discursive Problems and Possibilities" (Bryan Deever); "The Dilemma of Tracking and Grouping in Early Childhood and Middle Grades: Are We Speaking the Same Language?" (James J. Barta and Michael G.

references.) (DB)

ED 386 890 EC 304 281

Young, K. Richard; And Others
Teaching Self-Management Strategies to Adolescents.
PUB DATE- 91
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Behavior Modification; *Behavior Problems; *Classroom Techniques; Curriculum; Lesson Plans; Secondary Education; *Self Control; Self Evaluation (Individuals); *Self Management; Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Behavior Management

This book presents a behavioral program to teach adolescents basic self-management skills; two chapters provide the theoretical basis for the program and four chapters supply sample lesson plans. The first chapter is an introduction to behavioral self-management. It proposes a behavior change model with four major components: assessment, prescription for treatment, implementation of the program, and evaluation of the program's impact and implementation of recommended modifications. The second chapter discusses the teaching/learning process, considering motivation and reinforcement, the target population for this program, program objectives, program users, the basic instructional format, positive teacher behaviors, maintenance of self-management skills, and an overview of the instructional lessons. The four lessons are on: basic principles of self-management, implementing behavioral self-management, implementing academic self-management via a classroom performance record, and implementing academic self-management via use of an assignment planning strategy. Lessons contain six components: (1) review of previous lessons, (2) introduction and rationale, (3) discrimination training, (4) role-playing and student discussion, (5) student evaluation, and (6) student assignments. Appendices provide additional information on self-management programs, results of a survey of adolescent reinforcement preferences, and forms suitable for copying. (Contains 26 references.) (DB)

ED 386 891 EC 304 284

Modest, Diane; Cymerman, Sandra
SAGE Teacher Training and Implementation Manual and Mini Sudy Units. Revised Edition.
PUB DATE- 88
NOTE- 863p.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Curriculum Development; Elementary Education; *Gifted; Independent Study; Interdisciplinary Approach; Literature Appreciation; *Minicourses; *Resource Units; Science Instruction; Social Studies; Talent; *Teaching Models; Thematic Approach; Thinking Skills; *Units of Study
IDENTIFIERS- *Differentiated Curriculum (Gifted); National Diffusion Network Programs

enhancing creativity, improving study skills); (3) social skills/self-esteem (e.g., building confidence, dealing with anxiety, developing self-esteem); (4) discipline/motivation (e.g., establishing routines, promoting initiative and perseverance); (5) personal health/safety (e.g., alcohol use, managing stress); (6) independent living (e.g., coping with school transitions, increasing self-reliance); and (7) bilingual/multicultural aspects (e.g., becoming a literate family, knowing one's parental rights). (DB)

ED 386 909   FL 021 862

Portes, Pedro R., Ed.
A Cultural-Histroical Approach to Learning and Teaching: New Pespectives on Advancing Development.
PUB DATE- 93
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Children; *Cognitive Development; *Educational Strategies; *Intellectual Development; Intelligence Tests; *Learning Theories; *Sociocultural Patterns; Teacher Education
IDENTIFIERS- *Vygotsky (Lev S)

This special issue is devoted to the cultural-historical school of thought about mental development based on the work of Lev Vygotsky. The research of Vygotsky addressed the sociocultural basis of higher-level cognitive functions, and ascribed an influential role to human speech and other mediational tools in originating changes in cognition and accelerating intellectual development. The first essay, "Mind as a Cultural Achievement: Implications for IQ Testing" (Michael Cole), explores the idea that higher-level intelligence is an achievement that depends on cultural conditions and addresses issues in the organization of education to promote intellectual development. "Children's Social Worlds: An Emic View" (Rosi A. C. Andrade, Luis C. Moll) examines how children's minds are constructed in a social context, using one approach within the cultural-historical model. In "Working with a Teacher in the Zone of Proximal Development: Action Research" (Gordon Wells), a case study illustrates problems in incorporating theory into teacher education. Finally, the book "Rousing Minds to Life: Teaching, Learning and Schooling in Social Context" by Roland Tharp and Ronald Gallimore is reviewed by Robert Rueda). Each chapter contains references. (MSE)

ED 386 910   FL 021 863

Portes, Pedro R., Ed.
Journal of the Society of Accelerative Learning and Teaching, 1993.
PUB DATE- 93
NOTE- 348p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Adult Education; Attitude Change; Classroom Environment; Classroom Techniques; German; *Imagery; Instructional Effectiveness; *Music; Secondary Education; Second Language Instruction; *Second Languages; *Student Attitudes; *Suggestopedia; Teaching Methods; Vocational Education

Issue 1 and 2 is a special issue devoted to the cultural-access. The computer was a great language learning motivation tool for students, but its use should be limited as a helping tool for instructors in conjunction with textbooks and classroom instruction rather than as the only tool for student language learning. (Contains eight references.) (NAV)

ED 386 929 FL 023 239

Malave, Lilliam M., Ed.; Duquette, Georges, Ed.
Language, Culture and Cognition: A Collection of Studies in First and Second Language Acquisition. Multilingual Matters 69.
PUB DATE- 91
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Academic Achievement; Bilingualism; Classroom Environment; Cognitive Processes; *Cultural Context; Cultural Traits; Disabilities; Educational Needs; Elementary Secondary Education; English (Second Language); Error Analysis (Language); Ethnography; French; Immersion Programs; Intelligence; Interlanguage; *Language Acquisition; *Language Processing; Language Research; Linguistic Theory; Minority Groups; Native Language Instruction; Oral Language; Parent Teacher Cooperation; Second Language Instruction; Second Language Learning; *Second Languages; Spanish; Spanish Speaking; Special Education; Tagalog; Writing Processes; Written Language

Papers on language processing, culture, and language learning and teaching include: "A Theory of Intelligence as Semiosis: With a Couple of Comments on Interlanguage Development" (John W. Oller, Jr.); "Along the Way: Interlanguage Systems in Second Language Acquisition" (Larry Selinker); "Strategy and Tactics in Second Language Acquisition" (Herbert Seliger); "The Acquisition of Spanish as First and Second Language: Learner Errors and Strategies" (Joan E. Friedenberg); "Processing Profiles of Low Grade 3 Filipino Readers in English and Pilipino" (Erlinda Reyes, William T. Fagan); "Culture and Meaning in French Immersion Kindergarten" (Sandra Weber, Claudette Tardif); "Bilingualism: Exploring Language and Culture" (Alvino E. Fantini); "Cultural Processing and Minority Language Children with Needs and Special Needs" (Georges Duquette); "Learning Needs of Minority Children: Contributions of Ethnography to Educational Research" (Henry T. Trueba); "Language Development and Academic Learning" (Jim Cummins); "Conceptual Framework To Design a Programme Intervention for Culturally and Linguistically Different Handicapped Students" (Lilliam M. Malave); "Communication Perceptions Between Hispanic Parents of Learning Handicapped Children and Special Education Teachers" (Janice A. Chavez, David P. Lopez, Louise F. Burton); "Can Schools Promote Additive Bilingualism in Minority Group Children?" (Rodrigue Landry, Real Allard); "The Acquisition of Some Oral Second Language Skills in Early and Late Immersion" (Birgit Harley); "Secondary Level Immersion French Skills: A Possible Plateau Effect" (Doug Hart, Sharon Lapkin, Merrill Swain); "The Role of Language Factors in Second Language Writing" (Margaret S. S. Yau); and "Towards a More Language Oriented Second Language Classroom" (Joan E. Netten). (MSE)

ED 386 930 FL 023 240

Duncan, Erin, Ed.; And Others
The Proceedings of the West Coast Conference on Formal

*English (Second Language); *Language Role; *Literacy
Education; *Peer Teaching; Second Language Instruction;
*Tutorial Programs
IDENTIFIERS- ERIC Digests

An elementary school program in which older children teach English literacy skills to younger children is described. The Literacy Club program, a regular class activity, matches older students whose native language is other than English (Rapid Readers) with younger students with the same native language (Little Readers) and involves the Rapid Readers in a variety of English literacy activities, including reading to the Little Readers, discussing readings with Little Readers in their native language, writing evaluative letters to their Little Readers, translating books into their native language, creating lesson plans, and discussing instructional problems with their Rapid Reader peers. The program is designed to provide instruction and encouragement to the younger children and to help the older children gain confidence, self-awareness, awareness of others, and organizational skills. The approach has been found to empower the older children in both personal and instructional areas. Even older students with limited English skills gained considerably in self-esteem, proficiency, and awareness of the literacy development process through the program. (MSE)

ED 386 950 FL 023 267

Fostering Second Language Development in Young Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingualism; Classroom Techniques; *Code Switching (Language); Cultural Awareness; Cultural Differences; *Cultural Traits; Educational Environment; Language Dominance; Language Processing; Language Research; *Language Role; Learning Processes; Linguistic Theory; Second Language Instruction; Second Language Learning; *Second Languages; *Young Children
IDENTIFIERS- ERIC Digests

This digest presents eight principles drawn from theory and research on second language acquisition and culturally sensitive instruction to guide teachers who work with linguistically and culturally diverse students. Each principle is accompanied by a brief explanation and suggestions for classroom techniques and activities. They are: (1) bilingualism is an asset and should be fostered; (2) there is an ebb and flow to children's bilingualism, and it is rare for both languages to be perfectly balanced; (3) there are culturally different patterns in language use; (4) for some bilingual children, code-switching is a normal language phenomenon; (5) children come to learn languages in many different ways; (6) language is used to communicate meaning; (7) language flourishes best in a language-rich environment; and (8) children should be encouraged to experiment with language. A brief bibliography is provided. (MSE)

ED 386 951 FL 023 268

Lee, Lina

professional development opportunities; and recognition by senior management. To promote efficient and effective office performance, a system is needed which incorporates explicit goals, assessment tools, a project management system, publications to disseminate office findings, and staff recognition and incentives. Each of these system components is described. (Contains 14 references.) (SW)

ED 386 969   HE 028 550

Zeglen, Marie E.; And Others
Error-Proofing Work Processes in Institutional Research Offices. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; College Faculty; Computer Oriented Programs; Enrollment Projections; *Error Correction; Higher Education; *Institutional Research; Organizational Climate; *Program Effectiveness; Program Improvement; *Quality Control; Standards; Student Costs; Teacher Salaries; Total Quality Management
IDENTIFIERS- *AIR Forum

A framework is presented for understanding how errors arise in institutional research, and principles are suggested to avert errors in work processes of institutional research offices. Error is defined as a product which fails to meet professional standards, has unacceptable process limitations, or is unacceptable to a client. The following four principles are suggested to make work processes more error-sensitive and error-free: (1) clarifying environmental constraints and redesigning how work is done; (2) empowering agents to overcome organizational, perceptual, or knowledge-base limitations in defining, managing, or interpreting the results of work processes; (3) designing heuristics which emphasize openness of information and feedback loops; and (4) using technologies which generate intraprocess feedback. Environmental constraints include the organizational climate for work as well as political, legal, professional, and other external constraints. Four examples of project redesign are discussed: a survey on student charges, a comparative analysis of faculty salaries, an enrollment planning process, and redefinition of a comparator group. (Contains 12 references, 4 tables, and 2 charts). (SW)

ED 386 970   HE 028 551

Mullen, Robert
Indicators of Grade Inflation. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; Aptitude Tests; Class Rank; College Entrance Examinations; *College Freshmen; *Grade

Sturtz, Alan J.
Goal Attainment: A New Look at the Meaning of Attrition at a Community College. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Academic Persistence; Community Colleges; *Dropout Rate; Goal Orientation; *Institutional Research; *Student Attrition; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *AIR Forum

The importance of considering the students's goal for attending community college in examining attrition is addressed. A total of 282 new students (18% of all new students) entering a community college in fall 1990 were tracked. Four items from the Entering Student Information Survey were examined: the degree the student plans to work toward at the community college; for nondegree seekers, the number of courses the students plans to take; the highest degree the student plans to earn; and three "most important" goals. Followup letters were sent to students who completed the survey to determine whether the student attained their most important goal, and when applicable, the reason they did not return to the college. Student files were used to obtain additional information on student characteristics. Findings include: 32.6 percent of students indicated that they were not seeking a degree or certificate, while 159 were seeking a degree and 18 were seeking a certificate; and 61 percent of those not seeking a degree were certain of their career choice, compared to 78 percent of those seeking a certificate and 64 percent of those seeking a degree. It is concluded that attrition should refer only to students who do not achieve their stated goals. Contains nine references. (SW)

ED 386 988   HE 028 569

Cash, R. William
Assessing a Writing-across-the-Curriculum Program with a Survey of Recent Graduates. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; *Education Work Relationship; Graduate Surveys; Higher Education; *Institutional Research; *Job Skills; Program Evaluation; Student Attitudes; *Writing Across the Curriculum; *Writing Instruction; Writing Skills
IDENTIFIERS- *AIR Forum; *Saint Marys College IN

The effects of a writing-across-the-curriculum program on graduates 2 to 9 years after program completion at Saint Mary's College (Indiana) were studied. A survey of 656 graduates (over one-third of the sample) from 8 graduating classes gathered data regarding the types of writing being utilized by the

Dissemination; Integrated Curriculum; Models; Program Effectiveness; Program Evaluation; Program Improvement; Secondary Education; Staff Development; *Technical Assistance; *Tech Prep; Two Year Colleges; Vocational Education
IDENTIFIERS- *North Carolina (Richmond County)

This report describes how the Richmond County, North Carolina, Tech Prep demonstration project developed a model program with the following objectives: (1) market the Richmond Tech Prep model in every state; (2) disseminate information to at least 3,000 new persons from other states; (3) maintain assistance to previous adopters; (4) provide technical assistance through dissemination and demonstration to establish at least 20 new Tech Prep consortia; (5) maintain and improve the Richmond model and results; (6) revise existing materials and prepare new ones; and (7) conduct a third party evaluation of the Richmond model and the demonstration project. The performance report provides details of nationwide marketing of the model through exhibits and presentations at national and statewide conferences and various state sites and through a mailing of a project portfolio containing generic, results, career pathways, apprenticeship, and implementation components brochures. Dissemination activities included conferences, workshops, and meetings at which presentations were made to over 16,000 persons. Continued technical assistance involved telephone assistance, mailing copies of materials, and local site visits. Technical assistance was provided through dissemination and demonstration strategies to establish 20 new tech prep consortia adoptees. Activities to maintain and improve the model included a third-party evaluation and staff training, such as a School-Business-Industry Collaboration (SBIC) integration curriculum development workshop. The project also revised existing materials and prepared new brochures, negotiated for a third-party evaluation, and prepared a final financial report. Appendixes to the 38-page report include the following: printouts from databases created to document project activities; personnel vitae; conference registration listings and agendas; correspondence; National Diffusion Network submission for the Program Effectiveness Panel validation; SBIC materials; results of a K-14 articulation/curriculum standards review; project brochures; and the external evaluation report. (YLB)

ED 386 543 CE 069 765

Employability. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; Competency Based Education; *Employment Potential; *Entry Workers; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education; State Standards; Task Analysis; *Vocational Education
IDENTIFIERS- *Ohio

This Occupational Competency Analysis Profile (OCAP) is one of a series of competency lists, verified by expert workers, that have evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives from throughout Ohio. This OCAP identifies the employability skills or competencies needed

County schools, Pigeon Forge, Tennessee; and Annual Voc-Fest in Flagstaff, Arizona. Contact information is provided. Elements in these STW programs that make them successful in serving all students are listed. In the digest, information is presented on 12 STW and equity resources. Addresses of additional resource organizations are provided. (YLB)

ED 386 561 CE 069 800

Lasonen, Johanna
A Case Study of Student Self-Assessment in Upper Secondary Education.
PUB DATE- Jul 95
NOTE- 18p.; In: "Contemporary Issues of Occupational Education in Finland," p199-215 (University of Jyvaskyla).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Evaluation Criteria; Foreign Countries; Independent Study; Job Skills; Program Evaluation; Program Implementation; Secondary Education; Secondary School Students; *Self Evaluation (Individuals); Student Attitudes; *Student Evaluation; Vocational Education
IDENTIFIERS- *Finland

A study evaluated to what extent self-assessment is being implemented in those Finnish institutions of general and vocational upper secondary education that were running pilot projects of youth education reform. It explored how student self-assessment is associated with the concept of self-directed learning and reflective expertise and reviewed historical and current perspectives of self-assessment research. The study asked 346 Finnish upper secondary school students to do the following: evaluate the implementation of self-assessment in upper secondary school education, identify the criteria students use in self-assessment, and identify their expectations concerning the assessment reform. Findings indicated that 50 percent of all respondents had received self-assessment assignments. As a part of teaching, student self-assessment was implemented more frequently in vocational courses than in general subjects classes. Students most often compared their learning outcomes to educational goals and to the requirements of their future occupations. The respondents' expectations concerning the assessment reform focused on encouragement, rewards, and equality. They also expected more individual and thorough feedback from teachers than they had received in prior assessments. (Appendixes contain 2 data tables and 35 references.) (YLB)

ED 386 562 CE 069 801

Stenstrom, Marja-Leena
Gender Stratification in Vocational Education and the Labour Force in Finland.
PUB DATE- Jul 95
NOTE- 14p.; In: "Contemporary Issues of Occupational Education in Finland," p43-55 (University of Jyvaskyla).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Education Work Relationship; Employment Patterns; Enrollment Influences; Enrollment Trends; Foreign Countries; Nontraditional Occupations; Postsecondary Education; School Business Relationship; Secondary Education; Sex Differences; *Sex Fairness; *Student Educational

PUB DATE- Jun 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Disadvantaged Youth; Educational Change; Educational Needs; Educational Policy; *Educational Practices; Education Work Relationship; *Employment Programs; Federal Programs; Information Networks; Job Training; Models; Program Design; Program Effectiveness; *Program Improvement; Secondary Education; *Vocational Education; *Youth Employment; Youth Programs
IDENTIFIERS- Academy for Educational Development; Job Training Partnership Act 1982; *New York (New York)

The 14 Job Training Partnership Act (JTPA)-funded youth employment programs to which the Academy for Educational Development (AED) has delivered technical assistance for the past 5 years illustrate several important conditions for effective programming and "best practices" in the field of youth employment and training. Four of the JTPA youth employment programs (one each in the South Bronx and Brooklyn and two in Manhattan, New York), illustrate the importance of the following underlying principles: developing a clear mission to provide services with a clear focus on a particular group of young people and a firm belief that young people are resources to be developed; judging the quality of staff by their knowledge of their specialty/technical skills and their interpersonal skills with other staff, young people, and service/employment providers; and designing organizational structures that support the program's mission. In AED's experience, the following elements of a local network must be in place to facilitate, replicate, and support program change: research-driven principles; participation of administrators, instructors, and other staff; incentives for participation; examples of good practices provided through workshops and observations; opportunities for practitioner-led performances or exhibitions of good practice; and opportunities to discuss and advocate for changes or improvements in local youth employment policies. (MN)

ED 386 580 CE 069 836

Tetro, Charles G.
Customer Service in a Youth Development System.
PUB DATE- Sep 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Development; Educational Change; *Education Work Relationship; Futures (of Society); *Labor Force Development; Postsecondary Education; Secondary Education; Services; Vocational Education; Youth; *Youth Programs
IDENTIFIERS- *Career Centers

The Training and Development Corporation (TDC) began the redesign of its youth development system with the belief that the center of effort would be local and success would ultimately turn on the capacity of individuals and organizations to transform themselves. TDC's first generation Career Advancement Center (CAC) prototype was in place by 1986. In its most abstract formulation, CAC was a framework--an open-architecture systems approach to planning, organizing, undertaking, and evaluating interest that workbooks and basal readers could not do. Suggestions for teachers from the piloting teachers include: allow sufficient time; provide each student with his or her own copy of the book; keep a journal; in a one-on-one situation include the students in the book selection process; include art or other activities; and encourage the students to talk to family and friends about his or her reading. Contains five references. (YLB)

ED 386 598 CE 069 896

Performance Specifications for Occupational Programs.
PUB DATE- 95
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agricultural Occupations; Air Conditioning; Allied Health Occupations; Biotechnology; Building Trades; Career Education; Carpentry; Child Care Occupations; Competence; *Competency Based Education; Computer Assisted Design; Cooperative Planning; Electrical Occupations; Electronic Technicians; *Employment Qualifications; *Evaluation Criteria; Graphic Arts; Heating; Horticulture; Occupational Clusters; Office Occupations; School Business Relationship; Science Careers; Secondary Education; Secretaries; Skilled Occupations; *State Standards; Statewide Planning; *Student Evaluation; Technical Occupations; Technology Education; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *Maryland; Performance Indicators

This document lists and discusses the development of Maryland's performance specifications for occupational programs. The introduction explains the process used to develop performance standards and specifications for 10 career cluster majors that were identified by a task force of educators and employers as high-demand occupational areas in Maryland and were approved by a verification work group consisting of occupational and academic teachers from 12 Maryland counties and representatives of 28 Maryland businesses. Potential uses of the performance specifications by educators/trainers, workers, and businesses are listed. Appendixes constituting more than 90% of the document contain profiles of Maryland's programs to prepare students for employment in the following occupational areas: allied health; bioscience technician; computer-aided drafting and design; carpentry; child care and guidance; electronics; graphic communication and printing; heating, air conditioning, and refrigeration mechanics; horticulture; and secretarial and related programs. Each profile includes the following: program cluster; program title; program description; and identified occupational, foundation, and workplace skills. (MN)

ED 386 599 CE 069 897

Specifications for Developing Secondary Program Proposals.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

DESCRIPTORS- *Aggression; Antisocial Behavior; Battered Women; Behavior Disorders; College Students; Conceptual Tempo; *Females; Higher Education; *Hostility; *Males; *Psychopathology; Sex Differences; Sexual Abuse; Victims of Crime; Violence

The relationship between hostility toward women and the character traits of impulsivity, anger and psychopathology were examined. The intent was to examine males' perception of the world (personality) and their construction of reality to provide some insight into what contributes to hostility and violence against women. Four-hundred eighty college males were administered a questionnaire that consisted of several instruments measuring the mentioned character traits (The Hostility Toward Women Questionnaire, Barratt Impulsivity Scale, The State-Trait Anger Expression Inventory, and MMPI-2: Psychopathic Deviancy Scale (Scale 4) and Schizophrenia Scale (Scale 8)). The results indicate that males who have high hostility toward women are also angry and have some psychopathic traits. Therefore, men who are most likely to be hostile toward women are also more deviant and antisocial, aggressive, and frequently experience and express anger. Impulsivity was not predictive of hostility toward women. The findings are supportive of previous research linking hostility to anger and deviancy. Thus, interventions which focus on anger management and attitude change toward women may be particularly effective in minimizing the occurrence of violence against women. Contains 55 references. (Author/JBJ)

ED 386 618 CG 026 409

Tishman, Shari
The Concept of Intellectual Character and Its Connection to Moral Character.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Altruism; Behavior Development; Cultural Traits; Ethnic Stereotypes; *Intellectual Development; *Intelligence; *Moral Development; Moral Values; Personality; *Personality Traits

The connection between sustained high-level critical and creative thought and positive disposition is explored in this paper. The purpose of the paper is three fold: (1) to present the main ideas behind a dispositional conception of thinking; (2) to discuss research on this topic; and (3) to demonstrate the relationship between high-level thinking and moral character, with an eye towards better education. Toward these aims, the elements of disposition and their relationship to moral character are addressed. Intellectual and dispositional stereotypes are discussed as well. Results showed that research on thinking skills and moral development can be used to provide students with a better academic education. (SR)

ED 386 619 CG 026 411

Sorscher, Nechama; Cohen, Lisa J.
Parental Communication of Trauma among Children of Holocaust Survivors.
PUB DATE- 92

Instructor's Manual.
PUB DATE- 92
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Career Awareness; *Career Change; Career Choice; *Career Counseling; *Career Development; *Career Planning; Careers; Employment Interviews; Employment Opportunities; Employment Projections; Interest Inventories; Job Satisfaction; *Job Search Methods; Labor Market; Occupational Information; Occupational Tests; *Self Evaluation (Individuals)

This book is a practical guide that attempts to demystify the career search process. Users range from students beginning college to professionals changing careers. New material in this edition explores the challenges, options, and opportunities in the twenty-first century as well as the problems of balancing work and family. Key labor statistics and other time-sensitive data have been thoroughly updated, including new information on job sharing and self-employment. It has been used in semester-long courses, and in business and industry. Beginning with a discussion of success, the book moves quickly into self-assessment activities. The interrelationship between people's roles and their career choices are examined. Chapters include: (1) Needs, Wants, and Values: Spotlighting You; (2) Personality and Performance: Pieces of the Puzzle; (3) The Career Connection: Finding Your Job Satisfiers; (4) Roles and Realities: Sinking the Stereotypes; (5) Work: Challenges, Options, and Opportunities; (6) Workplace and Work Styles: Scanning the Subtleties; (7) The Job Hunt: Tools for Breaking and Entering; (8) Decisions, Decisions: What's Your Next Move?; and (9) Work Affects the Soul: The Final Analysis. An appendix contains sample resumes and letters. The instructor's manual, intended for use in conjunction with the book, has possible uses such as in a semester-long course in a number of settings or in short workshops: one-day or several two-hour sessions. The manual is divided into four parts: (1) Course Organization and Handouts; (2) Using the Textbook; (3) General Course Information, Resources/Supplements; and (4) Evaluation/Examination/Research. Suggested course or workshop outlines, inventories, handouts, worksheets, activities, and other information is included. Inventories included are self-scoring. Appendixes include: Career Program Development; Infusion; Personality Mosaic Research and Remarks, and the Evolution of a Job Group Chart. Text and manual may include more material than needed, so it will be necessary to choose a focus. (JBJ)

ED 386 639 CG 026 457

Sthair, Vincent L.
A Behavior Change Program To De-Escalate Fighting in Intermediate Grades of an Elementary School.
PUB DATE- May 95
NOTE- 98p.; Educational Specialist Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

*Substance Abuse
IDENTIFIERS- *Wake County Public School System NC

After more than a decade of decline in the use of drugs by American high school students, national, state and local data sources seem to indicate that high school student substance abuse, particularly the use of marijuana and hallucinogens such as LSD, has been increasing for the past two years. Indicators of student substance abuse can be found in surveys and in the number of students suspended from school for violating Board of Education policies prohibiting the possession, use, or attempt to sell controlled substances, including alcohol. This Wake County Public School System (WCPSS) report summarizes local, state, and national survey data and shows the trend in suspensions related to substance abuse. Parent and school staff concerns relating to student use of alcohol and drugs were reported. WCPSS strategies to address the issue were examined as well as a call for further interventions and involvement. (JBJ)

ED 386 661 CG 026 487

Blakes-Greenway, Doris
Improving Developmentally Appropriate Practices in the Kindergarten Program by Introducing Therapeutic Sensory Motor and Play Activities.
PUB DATE- 95
NOTE- 137p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Active Learning; *Child Development; Discovery Learning; Educational Games; *Experiential Learning; *Inservice Teacher Education; Instructional Development; Kindergarten; Learning Activities; Learning Centers (Classroom); Learning Strategies; *Perceptual Motor Learning; Play; Primary Education
IDENTIFIERS- *Developmentally Appropriate Programs

This practicum was designed to increase teacher knowledge base in developmentally appropriate practices and increase understanding of the need for play and sensory motor activities in the kindergarten program. The primary goal was that the kindergarten teachers would use more developmentally appropriate practices in achieving curriculum objectives. A variety of strategies were employed to assist teachers in developing a clearer understanding of how the use of play and sensory systems impact learning. Strategies included collaboration with the physical and speech therapists to provide weekly sensory motor play activities, recommendations for learning centers/changes, and techniques for including special needs students. Seven in-service programs were provided to address some of the concerns for appropriate practices with kindergartners. The results of the practicum were positive. Four of the four kindergarten teachers participated in all of the sensory motor play activities. All of the special needs students participated in the program. Four of the four kindergarten teachers attended the in-service programs. Three of the four classrooms implemented developmentally appropriate practices. Appendices include a participation log; criteria checklist; kindergarten proposal; open house presentation; early childhood resources/references/recommended readings (34 readings and 5 videos); room arrangement; teacher evaluation; sensory systems; and classroom implications. Contains additional references. (Author/TN)

ED 386 662 CG 026 489

Speaking of Reading.
PUB DATE- 95
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020),Books (010)
DESCRIPTORS- *Adults; *Interviews; Mentors; *Oral History; *Reader Text Relationship; *Reading Attitudes; *Reading Processes
IDENTIFIERS- Reader Preferences; Shared Reading

Written in the tradition of Studs Terkel, this book presents oral histories of 77 diverse readers (from avid to infrequent readers) about how reading affects their lives. Sprinkled throughout the book are narratives of nationally recognized personalities, such as Maxine Hong-Kingston, Robert MacNeil, Gloria Steinem, Linus Pauling, Julie Harris, and Isabel Allende. The narratives in the book are arranged into categories that bring together distinct types of readers: literature readers, frustrated readers, those who have been influenced by childhood reading experiences, voracious readers, habitual readers, those learning to read as adults, those who read for information, and those who are aware of their reading process. Each chapter in the book opens with an exploration of the particular nuances of its narratives. The concluding chapter of the book, on reading mentorship, provides information on how to share reading with someone else. (RS)

ED 386 683 CS 012 237

Miller, Wilma H.
Alternative Assessment Techniques for Reading & Writing.
PUB DATE- 95
NOTE- 495p.; Produced by the Center for Applied Research in Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Education; Holistic Approach; *Informal Assessment; Portfolio Assessment; *Reading Achievement; Reading Skills; Spelling; *Student Evaluation; *Writing Achievement; Writing Skills
IDENTIFIERS- *Alternative Assessment; Authentic Assessment; Emergent Literacy

Delineated in easy-to-follow nontechnical language, this book provides a multitude of tested informal assessment strategies and devices, such as "kid watching," retellings, journals, informal reading inventories, writing surveys, portfolios, and think alouds. The book presents more than 200 reproducible assessment devices. The book helps elementary classroom, remedial reading, and learning disabilities teachers make the best possible informal assessment of a child's specific reading, writing, and spelling strengths and weaknesses and attitudes toward reading. Chapters in the book are: (1) Using Informal Devices in Assessing Reading and Writing Ability; (2) Using Checklists and Other Informal Devices to Assess Competencies and Weaknesses in Visual Perception Ability, Emergent Literacy Skills, Word-Identification Skills, and Oral Reading; (3) Using Checklists and Other Informal Devices to Assess Competencies and Weaknesses in Vocabulary, Comprehension Skills, Basic Study Skills, and Silent Reading; (4) Using Miscue Analysis in Assessing Competencies and Weaknesses in Reading; (5) Variations of the Individual Reading Inventory;

Reading; Urban Education; Writing Skills
IDENTIFIERS- Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1

A study evaluated the Chapter 1 Reading Program that served 5,946 underachieving pupils in grades 1 through 8 in the Columbus, Ohio, public schools. These children appeared unlikely to learn to read successfully without additional reading instruction. The program featured small group instruction each day for 40-45 minutes on reading and writing activities. The program provided service to 86 public elementary schools, 26 public middle schools, and 11 nonpublic schools. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. Results indicated that (1) 84.7% of a treatment group of 4,506 pupils displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information; (2) of the 4,506 treatment group pupils with available retention data, 4,133 (91.7%) were promoted; (3) 4,224 (91.1%) of a treatment group of 4637 pupils read 5 or more books at level 8 or above; (4) for an evaluation sample of 3,708 pupils, the average normal curve equivalent (NCE) change across grades was 2.6 NCEs in Total Reading; and (5) 4,592 pupils had one or more parents who participated in parent involvement activities. Findings suggest continuation of the program with consideration given to 5 areas of concern. (Contains nine tables. Appendixes present three tables of data and evaluation instruments.) (RS)

ED 386 701 CS 012 259

Lore, Rosemary
Chapter 1 Reading Program. Final Evaluation Report 1994-95. Elementary and Secondary Education Act--Chapter 1.
PUB DATE- 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Early Intervention; Elementary Education; Elementary School Students; *High Risk Students; *Instructional Effectiveness; Junior High Schools; Outcome Based Education; Parent Participation; Program Effectiveness; *Reading Programs; Reading Research; *Remedial Reading; Urban Education
IDENTIFIERS- Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1

A study evaluated the Chapter 1 Reading Program that served 5,914 underachieving pupils in grades 1 through 8 in the Columbus, Ohio, public schools. The program provided service to 84 public elementary schools, 26 public middle schools, and 11 nonpublic schools. These students appeared unlikely to learn to read successfully without additional reading instruction. Program teachers provided small group instruction each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. Results indicated that: (1) of the treatment group of 4,400 pupils (90.5%) displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information; (2) of the 4,289 treatment group pupils with available retention data, 3,903 (91%) were promoted; (3) 4,107 (93.7%) of a treatment group of 4,383 pupils read 5 or more books at level 8 or above; (4) for an evaluation sample of 3,427 pupils, the average normal curve equivalent (NCE) change across grades was 11.9 NCEs in Total Reading; and (5) 4,456 commentary, the question arises as to whether or for how long reader commentary should be preserved. Also, academics are finding themselves asking how electronic publishing compares to traditional publishing in terms of career advancement and prestige. Contains eight references. (TB)

ED 386 721 CS 215 017

Ross, Elinor P.
The Templeton Laws of Life Contest: Opportunities for Reading, Thinking, and Writing.
PUB DATE- 19 Nov 95
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 15-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; *Essays; Ethics; Language Arts; Moral Values; Secondary Education; *Self Expression; *Writing Processes
IDENTIFIERS- Franklin County School District TN; Templeton (Sir John); *Writing Contests; *Writing Thinking Relationship

With the increasing curricular demands on teachers, many educators wonder if students find adequate opportunities to think. While visiting educators and students in Franklin County, Tennessee, a college instructor discovered a successful program designed to help students think in meaningful ways about their lives. The contest, established by Sir John Templeton, encourages students to contemplate those universal truths that transcend modern times or particular cultures. Templeton himself has written 3 books that identify and explain these universal truths or moral principles while drawing from a rich pool of quotations which include Aesop, Emerson, Jesus, Buddha, Aristotle, and Confucius. In Franklin County, the essay program exists in 5 junior and senior high schools. Two contests are held each year. Using guidelines set by Templeton, teachers designed the program, and get together periodically to make improvements. An employee screens the 800-900 essays, and judges rank the 50 or so entries that they receive. The criteria for evaluating winning essays emphasize content over presentation and mechanics. Teachers introduce the program by reading and discussing winning essays, using the essays as a springboard to discuss values and desirable principles, such as honesty and respect. A 10th-grade teacher views the Laws of Life program as a way to help students get in touch with their feelings. English teachers, however, approach the essay assignment differently. Some give little or no preparation, whereas others implement the steps in the writing process and encourage students to find their writing voices. It is concluded that in whatever way the contest is implemented, the program's basic tenets relate directly to current theory about the need for connecting thinking with reading and writing to maintain a free society. (Contains 12 references.) (TB)

ED 386 722 CS 215 018

Wolff, Janice M.
Crying Wolff! Risking "Pratt-falls," and Contact Zone.
PUB DATE- 22 Mar 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).

Having Written Conversations: Dialogues about Literature.
PUB DATE- Mar 94
NOTE- 19p.; Paper presented at the Annual Spring Meeting of the National Council of Teachers of English (Portland, OR, March 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; *Childrens Writing; Classroom Research; *Dialog Journals; Grade 4; Intermediate Grades; *Journal Writing; Literature Appreciation; Student Journals; *Teacher Role; Writing Exercises; Writing Research
IDENTIFIERS- *Response to Literature; Trade Books; *Writing Development

Response journals seem to be promising vehicles for inviting children's written comments because they allow children to reflect on their experiences with books and provide them with opportunities to raise questions and formulate ideas. While both teachers and researchers have indicated the benefits of written responses to books, less is known about the qualitative nature of these "private talks" about books and about the role of the adult responder. A study examined both of these issues as they concerned fourth graders in a Southwest rural school. Dialog journals were found to have a series of unique patterns that help to explain the ways in which literature was studied. These patterns demonstrated the following opportunities: (1) the opportunity to ask questions and seek clarification; (2) the opportunity to think through writing and receive feedback; (3) the opportunity for students to express personal connections and to tell about what they know; (4) the opportunity to study literature; (5) the opportunity for students to explore their value systems; (6) the opportunity for extended conversations that enable children to reconsider a particular aspect of literature; and (7) the opportunity for "written conversations" to become a part of small group book talks. Conclusions support other research on the topic as they reaffirm the importance of written responses in the understanding of literature. (Contains 20 secondary references and a list of 15 children's books.) (TB)

ED 386 741 CS 215 046

de Manuel, Dolores
Sanitizing, Domesticating, Demystifying AIDS: MaryKate Jordan's "Losing Uncle Tim."
PUB DATE- 29 Dec 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Child Health; *Childhood Attitudes; *Childrens Literature; Elementary Education; *Fiction; Social Problems
IDENTIFIERS- Controversial Topics; *Losing Uncle Tim; Trade Books

While the AIDS epidemic has wrought radical changes in the consciousness of culture and society over the past decade, it has been relatively slow to make a significant impact on children's literature. Many children's books on the subject

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Dropout Prevention; *Dropout Programs; Dropout Research; Elementary Secondary Education; High Risk Students; *Professional Development; Program Effectiveness; Student Improvement; *Teacher Improvement
IDENTIFIERS- National Foundation for the Improvement of Educ; Teacher Surveys

A study examined the impact of the National Foundation for the Improvement of Education (NFIE) Dropout Prevention Program on teachers and the implications of the program for professional development. Kindergarten through high-school classroom teachers designed their own projects, applied for grants, controlled project budgets, directed implementation, and evaluated the outcomes. Data came from interviews with participating teachers and NFIE staff, a retrospective survey of 57 teachers who directed projects during 1986-1991, case studies of 4 representative projects, Dropout Prevention project evaluations and annual reports, and student outcomes collected by projects funded in school years 1991-92 and 1992-93. Teachers said they improved their leadership abilities; improved their teaching of at-risk children; developed their collaboration, teamwork, and networking skills; and gained skill in proposal writing. Of the projects funded during 1991 through 1993 that documented a standard set of student outcome variables, the majority reported improvements in attendance, behavior, grades, promotion/retention rates, and test scores. Dropout Prevention projects often produced a ripple effect beyond the immediate circle of participating teachers and students. The Dropout Prevention program experience highlights issues that others might consider in formulating their own policies for professional development and school reform, including teacher-directed grants, new teacher roles, site-based management, systemwide reforms, teacher time, and children at risk of school failure. The program experience also suggests roles for state and local National Education Association affiliates to play in supporting professional development programs focused in children at risk of school failure. (Contains 24 references. An appendix presents information on data sources and 12 figures of data.) (RS)

ED 386 759 CS 215 075

Wang, Haixia
Zhuang Zi's Rhetorical Thoughts.
PUB DATE- Mar 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese Culture; Comparative Analysis; Discourse Analysis; Foreign Countries; Higher Education; *Rhetorical Theory; *Taoism
IDENTIFIERS- China; Comparative Rhetoric; Contrastive Rhetoric; Rhetorical Strategies; *Student Movement; Tiananmen Square Uprising; *Zhuang Zi

The memory of the student uprising at Tiananmen Square in 1989 invites one professor to examine more closely what she does: rhetoric and composition, especially rhetorical invention. To examine the kind of power exercised by official Chinese public

overwhelming majority of comments on high-school ballots (64.57%) were positive comments; 32.68% of the comments on the college ballots were positive, and 24.13% of the comments were negative, none of which offer constructive or specific criticisms. A series of response papers comment on the results of the study: (1) Craig Brown argues that high school coaches should judge more and take the burden off lay volunteers who do not always offer instructive comments, and for college ballots, takes exception to the study's categorization that positive and negative comments are not useful; (2) Przybylo notes that college and high school ballots lack constructive comments, lack quality and lack justification of rank; (3) Celeste Devore is not surprised by the results of the study, and suggests that specific attention be given to a justification for rank on ballots; and (4) Bob Betts uses Przybylo's experiences in coaching at the college level to answer the question of how to improve the quality of Individual Events ballots. (RS)

ED 386 778 CS 509 053

Grace, Heather J.
No Place Called Home.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Awareness; Economically Disadvantaged; Higher Education; *Homeless People; Interpersonal Communication; *Personal Narratives; Playwriting; *Production Techniques; *Scripts; Social Problems; Volunteers
IDENTIFIERS- *Performance Studies (Speech)

This paper discusses how the topic of homelessness was explored for a course through research and a final project which consisted of a performance of personal narratives. The paper: (1) recounts how the script was created; (2) describes and shows the actual reproduction of the script; (3) presents a brief analysis of the script; and (4) describes the staging of the performance and why it was staged in such a manner. The paper provides a background of what went into the script's creation--including personal interviews with knowledgeable experts, such as professors, volunteers and shelter operators, literature research, and perusal of published narratives of the homeless. Noting that the script had a major impact on how the performance was staged, the paper presents the voices of six speakers, each one a volunteer or a homeless person, and each one representing a different perspective on the problem. The paper points out that the script is intended to give the audience the feeling of a never-ending circle the homeless can never get away from. The paper concludes with the suggestion that further research on homelessness and its effects should be conducted. A program copy is appended. Contains six references. (NKA)

ED 386 779 CS 509 054

Dixson, Marcia D.
Enhancing Group Communication in the Basic Course: Objectives and Activities.
PUB DATE- Apr 95
NOTE- 38p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).

change process at one school, Franklin K. Lane High School in New York City, describing how shifting school dynamics affected each of the stakeholder groups and their attitudes toward the 5-year restructuring effort. The fifth chapter describes an average day in a school where reform efforts in structure, curriculum, instruction, governance, and community relations are part of daily practice. The chapter then briefly describes the different reforms--schools within schools, school-based management, cooperative learning, and shared governance. Contact sources for more information are provided. Chapter 6 focuses on new leadership roles, and chapter 7 offers a framework for beginning the change process and motivating people, based on the restructuring experience of Beacon High School, a large midwestern high school. Chapters 8-10 provide a model for professional development, discuss the role of school middle managers, and describe ways for enhancing teacher-administrator relationships. The final chapter highlights the major elements of a successful organizational transformation and offers suggestions for implementing a restructuring initiative at the high-school level. A sample school statement of resolution is included. Each chapter contains references. Three figures are included. (LMI)

ED 386 798 EA 027 008

Tracy, Guy R.
A Comparative Study of the Administrative and Leadership Styles of Corporate Presidents and School Superintendents As Chief Executive Officers (CEOs).
PUB DATE- Aug 94
NOTE- 63p.; Research project, University of Dayton.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administration; Administrator Role; *Business Administration; *Corporations; Elementary Secondary Education; Leadership; Leadership Qualities; *Leadership Styles; Management Development; Organizational Development; Public Schools; *Superintendents
IDENTIFIERS- Chief Executive Officers

This paper compares the managerial, administrative, and leadership styles of public-school superintendents and presidents of public corporations. Data were derived from questionnaires mailed to eight superintendents and seven corporate presidents. Findings show that superintendents and corporate presidents used similar leadership styles--consultative and democratic. Most used a task-oriented approach and saw themselves as initiators, rather than as responders. However, superintendents are subject to more pressure from community interest groups and may need to be more flexible. Superintendents and corporate presidents can learn from each other about human relations, employee motivation, and empowerment. Both groups relied on a managerial cabinet to help make decisions. Finally, most superintendents and presidents disagreed that their leadership styles were interchangeable, citing the differences in the organizations they represent (i.e., education versus goods and services). It is recommended that superintendents: (1) identify the leadership styles appropriate to their organizations, but maintain flexibility; (2) continue to rely on subordinate input and use a team orientation; (3) utilize their instructional leadership role; and (4) inform the community of district concerns. Appendices contain a copy of the questionnaire and cover letter, and

Education; Free Enterprise System; *Government Role; Home
Schooling; Politics of Education; Private Education;
*Privatization; Public Education; *School Choice

This book describes how and why educational choice movements will affect public education. It uses a public-choice approach to argue that both the supporters and opponents of private and school choice have failed to address several critical issues. Following an introductory chapter, chapter 2 is devoted to the rationale for contracting out instructional services, its development in other public services, and its advantages and disadvantages. Chapter 3 focuses on two issues critical to all forms of privatization--comparative costs and the evaluation of outcomes. The fourth chapter examines previous efforts to contract out instruction and issues for making such efforts more effective. Chapter 5 discusses educational vouchers and the broader political and intellectual controversy over whether certain services should be provided through our political or our economic system. Competition issues raised by voucher proposals are discussed in the sixth chapter, and chapter 7 takes up four independent arguments for vouchers. The eighth chapter presents a political analysis of voucher plans and an assessment of their chances for enactment. Chapter 9 discusses whether or not privatization will develop as a cottage industry or as a large-scale enterprise and explores the possibilities of franchising certain kinds of educational services. Proposals for the withdrawal of government support for and provision of education ("load shedding") are analyzed in the 10th chapter, with a focus on home schooling. The final chapter analyzes the ethical and professional issues raised by privatization in education. Seven tables, an index, and notes for each chapter are included. (LMI)

ED 386 817 EA 027 031

Schmuck, Richard A.; Runkel, Philip J.
The Handbook of Organization Development in Schools and Colleges.
Fourth Edition.
PUB DATE- 94
NOTE- 486p.; For third edition, see ED 280 178.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Higher Education;
*Organizational Change; *Organizational Climate;
*Organizational Communication; *Organizational Development;
*Organizational Theories

The organizational-development approach argues that major educational innovations require changes in the culture of the school or college. This book demonstrates how strategies based on organizational development (OD) can bring about constructive organizational change in work settings. OD is based on the following assumptions: (1) Groups differ from a sum of individuals; (2) change occurs through work groups; (3) members' goals and motives have relevance for action; (4) members' feelings have relevance to action; (5) untapped resources have relevance; and (6) change is made from within. Chapter 1 describes OD and how it works. Chapter 2 describes the various applications of OD. Chapter 3 offers suggestions for macrodesigning--selecting and implementing an OD design. Examples of successful macrodesigns are provided. Clarifying

DESCRIPTORS- *Access to Education; College Preparation; College School Cooperation; College Students; *Community Colleges; Demonstration Programs; *Disabilities; Educational Counseling; *Education Work Relationship; Higher Education; Individualized Education Programs; *Student Personnel Services; *Transitional Programs

IDENTIFIERS- *Minnesota (Northeast)

This final report describes activities and achievements of the EASE (Equal Access for Students to Education and Experience) Project, a 3-year model demonstration project on transition of students with disabilities at seven community colleges in the Arrowhead region of Minnesota. The program served 550-600 students and focused on providing support for the transition to postsecondary education, for increasing success in college, and for transition to employment or a four-year college. Among many activities and services of the project listed are collaboration with secondary schools, referral and collaboration with community agencies, provision of parent information and workshops, development of individual education plans with each student, provision of accommodation provisions on an individual basis, small group and individual counseling, technology access and training, and partnerships with employers. The report also provides a list of publications produced by the program, a detailed timeline of project activities, a breakdown of project achievements by objectives, the dissemination plan, student surveys, letters of support, and plans for continuation of many project activities. Various project deliverables are also provided, including: (1) "The EASE Project Snapshot: Procedures and Replication Manual"; (2) "The Answer Book: Job Search Strategies for Students with Disabilities"; (3) "Employers' Handbook for Workplace Accommodations for Employees with Disabilities"; (4) the "Opening Doors to Learning: Tutor Resource Manual"; (5) "College Success: A Handbook for Students with Disabilities, Mesabi Community College"; and (6) "Students with Disabilities: A Resource Guide for Mesabi Community College." (DB)

ED 386 837 EC 304 226

Parsons, Jane

The Answer Book: Job Search Strategies for Students with Disabilities.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 30 Sep 94

NOTE- 155p.; In: EASE Project: Equal Access for Students to Education and Experience. Final Report; see EC 304 225.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accessibility (for Disabled); Access to Education; Career Planning; College Students; Community Colleges; *Disabilities; *Education Work Relationship; Employment; Employment Interviews; *Equal Opportunities (Jobs); Higher Education; Job Application; *Job Search Methods; Personal Autonomy; Resumes (Personal); Transitional Programs

IDENTIFIERS- Americans with Disabilities Act 1990; Minnesota (Northeast)

This manual on job search strategies for students with disabilities was developed as part of the EASE (Equal Access for Students to Education and Experience) Project at seven community colleges in northeastern Minnesota. The manual

Student Educational Objectives; Technological Advancement

This report presents a synthesis of information about assistive technology (AT) characteristics, for the purpose of identifying design characteristics that contribute to the quality of AT devices used by school children with disabilities. The first section provides a brief overview of AT, including a definition. The second section describes educational goals for using AT and barriers that inhibit the use of AT, such as lack of awareness of AT, lack of training, and insufficient funding. The third section presents information on the most popular AT devices organized into groups based on their level of technology. Several databases which can provide more information are identified. The fourth section focuses on the area of augmentative communication as an example of assessing the need for AT. The fifth section synthesizes information about effective characteristics of AT devices and describes the limitations of the synthesis. An extensive table allows comparison of conclusions of 32 evaluative studies. The last section presents recommendations and guidelines to help consumers select quality AT and to help developers design quality AT for school children. An appendix offers definitions of design characteristics. (Contains 49 references.) (DB)

ED 386 856 EC 304 245

Thorkildsen, Ron
Research Synthesis on Quality and Availability of Assistive Technology Devices. Executive Summary. Technical Report No. 8.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 11 Mar 94
NOTE- 35p.; For full report, see EC 304 244.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Augmentative and Alternative Communication; *Design Requirements; *Disabilities; *Educational Technology; Elementary Secondary Education; Equipment Evaluation; Equipment Utilization; Evaluation Criteria; Technological Advancement

This executive summary of a research synthesis of information about assistive technology (AT) for school children with disabilities focuses on device characteristics as quality indicators of AT for manufacturers, clinicians, and consumers. It also provides an overview of AT use in the schools and how this use is determined or affected by the availability of funding and devices, the assessment process, and the need for and training about AT. Brief sections summarize the larger report's sections on: the educational uses of AT, popular AT devices, assessing the need for AT devices, training to use AT devices, and AT device characteristics and quality. A table summarizes the device characteristics rated as important such as effectiveness, affordability, operability, dependability, portability, durability, compatibility, flexibility, and ease of maintenance. In addition, a recommendation is made for greater application of principles of universal design, which involves the design of consumer products so that they can be used by a wide range of consumers. An appendix provides definitions for the identified design characteristics. (Contains 29 references.) (DB)

Allen); "Ideas and Programs To Assist in the Untracking of American Schools" (Howard D. Hill); "Providing Equity for All: Meeting the Needs of High-Ability Students" (Sally M. Reis); "Promoting Gifted Behavior in an Untracked Middle School Setting" (Thomas O. Erb et al.); "Untracking Your Middle School: Nine Tentative Steps toward Long-Term Success" (Paul S. George); "In the Meantime: Using a Dialectical Approach To Raise Levels of Intellectual Stimulation and Inquiry in Low-Track Classes" (Barbara G. Blackwell); "Synthesis of Research on Cooperative Learning" (Robert E. Slavin); "Incorporating Cooperation: Its Effects on Instruction" (Harbison Pool et al.); "Improving All Students' Achievement: Teaching Cognitive and Metacognitive Thinking Strategies" (Robert W. Warkentin and Dorothy A. Battle); "Integrating Diverse Learning Styles" (Dan W. Rea); "Reintegrating Schools for Success: Untracking across the United States" (Anne Wheelock); "Creating a Nontraditional School in a Traditional Community" (Nancy B. Norton and Charlotte A. Jones); "Ungrouping Our Way: A Teacher's Story" (Daphrene Kathryn Sheppard); "Educating All Our Students: Success in Serving At-Risk Youth" (Edward B. Strauser and John J. Hobe); "Technology Education: A New Application of the Principles of Untracking at the Secondary Level" (N. Creighton Alexander); "Tracking and Research-Based Decisions: A Georgia School System's Dilemma" (Jane A. Page and Fred M. Page, Jr.); and "A Call to Action: The Time Has Come To Move beyond Tracking" (Harbison Pool and Jane A. Page). (SW)

ED 386 874 EC 304 263

Peterson, Deana R.
The Assessment of Physical and Program Accessibility for Students with Physical (Mobility) Disabilities.
PUB DATE- Apr 95
NOTE- 67p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; Adapted Physical Education; Ancillary School Services; Building Design; Classroom Design; Curriculum; Design Requirements; Educational Technology; Elementary Secondary Education; Equipment Evaluation; *Evaluation Criteria; Extracurricular Activities; Facility Guidelines; *Institutional Evaluation; Instructional Material Evaluation; Instructional Materials; *Physical Disabilities; *Physical Mobility; Student Needs

A checklist and instructions are presented for evaluating the level of accessibility to school buildings, grounds, curricula, technology, and extracurricular activities for students with physical (mobility) disabilities. Legislative mandates (including The Americans with Disabilities Act of 1990, and Individuals with Disabilities Education Act) for ensuring inclusion of persons with disabilities is reviewed, and the development and field testing of the checklist are discussed. The physical accessibility portion of the checklist includes routes, parking and loading zones, stairs, elevators, drinking fountains, bathrooms, telephones, libraries, cafeterias, and playgrounds. Curricular accessibility covers provision of music, physical education, and cultural arts; academic

This training manual is intended to enable educators to utilize the SAGE Tri-Fold Model as a means for developing a process-oriented differentiated curriculum for elementary grade gifted students using either the separate classroom, the resource room, or the consultant teacher model. The program, a nationally validated National Diffusion Network Program, is based on those theories found to be most workable in the areas of identification, program planning, curriculum development, and evaluation. The tri-fold model refers to the three key elements of the curriculum: (1) thinking skills development, covering critical thinking, logical reasoning, creative thinking, creative problem-solving, and research skills; (2) mini-study units for the inclusion of enrichment materials which are broad-based, interdisciplinary, and incorporate thinking skills into content areas; and (3) independent study involving individual or group projects and allowing in-depth study of special interests as well as linking students to mentors. An extensive introduction describes the curriculum, presents its theoretical basis, offers guidelines for student selection and parent/teacher training, and discusses in depth each of the three curriculum components. The major portion of this document consists of about 50 complete mini-study units in the areas of science, literature, social studies, art, and miscellaneous. The units contain objectives, research questions, and activities. Appendices provide nomination forms, giftedness identification forms, information on thinking skills, and curriculum differentiation forms. (Contains a 27-item bibliography.) (DB)

ED 386 892 EC 304 285

Alberg, Joni; And Others
Social Skills Planning Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software; Curriculum Development; *Decision Making; *Disabilities; Educational Media; Elementary Secondary Education; *Evaluation Criteria; Instructional Development; *Instructional Materials; *Interpersonal Competence; *Media Selection; Student Educational Objectives

This manual is intended to help educators of students with disabilities select and implement a social skills program through a five-step decision process, either manually or by use of software (available in both PC-DOS and Macintosh formats). After an introductory chapter, the second chapter focuses on what social skills are, why they are important, and why schools need to accept responsibility for teaching social skills. The third chapter provides information about instructional strategies, skill generalization and maintenance, integration of social skills instruction into existing curricula, and enlisting the help of students and adults. The decision-making process is detailed in Chapter 4, which helps to identify a social skills program appropriate to a given grade level, specific social skills needed, and within given budgetary and situational constraints. The fifth chapter contains a facilitator's guide to assist teams in the decision-making process. Appendices offer program summaries, a summary historical school of thought about mental development based on the work of Lev Vygotsky. The four articles that discuss a cross section of issues from the Vygotskyan Paradigm are as follows: "Mind as a Cultural Achievement: Implications for IQ Testing" (Michael Cole); "Children's Social Worlds: An Ethnic View" (Rosi A. C. Andrade and Luis C. Moll); "Working with a Teacher in the Zone of Proximal Development: Action Research (Gordon Wells); and "Book Review of Tharp and Gallimore's "Rousing Minds to Life: Teaching, Learning and Schooling in Social Context" (Robert Rueda). Four articles on aspects of accelerative learning are presented in Issues 3 and 4. "The 636% Solution Paradigm: A Statistical Evaluation of the Extraordinary Effectiveness of Lynn Dhority's U.S. Army Accelerated Learning German Class" (Lyelle Palmer, Lynn Dhority) describes a study using accelerated learning techniques. "A Re-Examination of North American Adaptations of Suggestopedia" (Jonathan Alderson) reports a study in which the pseudo-passive concert phase of the Lozanov method was used to aid study and memorization. In "The Contribution of Background Music to the Enhancement of Learning in Suggestopedia: A Critical Review of the Literature" (Uschi Felix), research on use of music within and outside the Lozanov method is examined. "The Effects of Music and Imagery on Learning and Attitudes in an Industry Training Class" (Valerie J. Eastman) explains a study in which experimental groups of students were exposed to music, imagery, music and imagery and the learning results compared with those of a control group. Volume indexes are also included. Each chapter contains references. (MSE)

ED 386 911 FL 022 337

Lee, Frances Y.
The Effect on Listening Comprehension of Using Television Commercials in a Chinese-as-a-Second-Language Class.
PUB DATE- Apr 94
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Audiotape Recordings; *Chinese; College Students; Cultural Awareness; Higher Education; *Instructional Effectiveness; Instructional Materials; *Listening Comprehension; Second Language Instruction; Second Language Learning; Statistical Analysis; Surveys; Testing; Test Validity; Uncommonly Taught Languages; *Videotape Recordings
IDENTIFIERS- *Authentic Materials

This study measured the difference of the effect on students' learning of Chinese as a second language with the use of Chinese television commercials with both audio and video and Chinese commercials with audio only. Subjects were students (n=201) at Brigham Young University (Utah). Approximately 60 hours of commercial television videos, most in Mandarin Chinese, were recorded from Taiwan television. A pilot test of 5 commercials was conducted. Ten students were given pretests and posttests for each of the video and audio lessons during a 12-lesson course. There was a significant difference in student comprehension between video and audio sessions. Results of a statistical analysis suggest that although both methods produce gains, the use of video is shown be more effective in developing student comprehension than the use of audio alone. The audio-only approach did not offer as many cues to meaning and students were dependent on the instructor to explain things not seen. It is suggested that the potential impacts of teacher bias and training and test design be investigated in more

Linguistics (12th, Santa Cruz, California, April 2-4, 1993).
PUB DATE- 94
NOTE- 627p.; Published for the Stanford Linguistics Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Sign Language; Determiners (Languages); Dutch; French; Grammar; Korean; Language Patterns; *Language Research; *Linguistic Theory; *Morphology (Languages); *Phonology; Sanskrit; *Semantics; Singhalese; Spanish; Structural Analysis (Linguistics); *Syntax; Tagalog; Turkish; Uncommonly Taught Languages
IDENTIFIERS- Chaha; Huave

Papers on phonology, morphology, syntax, and semantics from a conference on formal linguistics include: "Major Class Alternations" (Young-Mee Yu Cho, S. Inkelas); "On Defining Complex Templates (R. Kager); "Sandhi and Syllables in Classical Sanskrit" (B. Kessler); "Catalexis in Word Stress: Evidence from Spanish and Dutch" (D. Nouveau); "Mobile Affixes in Huave: Optimality and Morphological Wellformedness" (R. Noyer); "Multiple Exponence and Morphosyntactic Redundancy" (D. A. Peterson); "Palatalization, Underspecification, and Plane Conflation in Chaha" (S. Rose); "The Prosodic Constituency of Minor Syllables" (P. A. Shaw); "Combinatorial Specification of a Consonantal System" (C. Spring); "Dual Aspects of Weight: Evidence from Korean Partial Reduplication" (Chang-Kook Suh); "Merging in American Sign Language Compounds" (L. Uyechi); "Ghost Segments and Optimality" (C. Zoll); "Negative Concord in Spanish and In-Situ Licensing" (R. Aranovich); "Case and Predicate Raising" (M. den Dikken, A. Naess); "A Residual A-Bar Position in Spanish" (J. M. Fontana); "Xo and Xmax Clitics" (A. Halpern, J. Fontana); "(Anti-)Reconstruction and Referentiality" (C. Heycock); "Adjunct Extraction" (T. E. Hukari, R. D. Levine); "pro-hibitions on Reference" (S. Iatridou, D. Embick); "Checking-Theory, Syntactic Feature-Geometry, and the Structure of IP" (R. D. Janda); "Infl and Agreement in Turkish Subordinate Clauses" (M. Kural); "Binding Theory and the Principle of Referential Autonomy" (H. Lee); "Antipassive with French Psych-Verbs" (G. Legendre); "Reflexives, Reflexive Passives, and Generalized Chains" (John Moore); "An Economy Account of Wh-Extraction in Tagalog" (M. Nakamura); "Head-Binding" (N. Richards); "The Structural Location of the Attributive Adjective" (P. Svenonius); "On the Blocking Effect of Floating Quantifiers in French" (C. Tellier, D. Valois); "Referentiality, Specificity, Strength, and Individual Concepts" (B. Abbott); "Unselective Determiners" (C. Barker); "When Do Subjects and Objects Exhibit a Branching Reading" (F. Beghelli, D. Ben-Shalom, A. Szabolcsi); "Focus and NP Quantification" (E. Herburger); "Non-Nominative Subjects and Constraints on Modal Interpretation in Sinhala" (M. Inman); "The Interpretation of as-Headed Adjuncts" (G. Katz); "Adjunct Predicates and the Individual/Stage Distinction" (L. McNally); "Events, Objects, and Eventual Objects" (S. Moore); and "The Independence of External Arguments" (E. Ritter, S. Thomas Rosen). (MSE)

ED 386 931 FL 023 241

Eckman, Fred R., Ed.; And Others
Second Language Acquisition Theory and Pedagogy.
PUB DATE- 95
NOTE- 343p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

L2 Writing: Using Pictures as a Guided Writing Environment.
PUB DATE- 94
NOTE- 22p.; Paper presented at the Rocky Mountain Modern Language Association Conference (1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; College Students; Higher Education; Instructional Materials; Prior Learning; Questionnaires; Second Language Instruction; Second Language Learning; Spanish; *Visual Aids; Writing (Composition); *Writing Improvement; *Writing Skills

This article addresses the learning of second language (L2) writing skills to show how pictures can be used as an effective guided writing tool to facilitate students' writing process and to improve their writing proficiency. A study was conducted with 53 university students who had a prior knowledge of Spanish in secondary school. All students were enrolled in an intensive review course. Writing ability questionnaires were administered before and after the writing instruction, in addition to a final review of the writing tasks involved. Writing assignments were both topic-selected and picture-guided; students found the activities valuable, absorbing, and helpful. Results demonstrate that the instruction of using pictures as a guided writing environment assisted beginning foreign language students to develop and improve their writing skills as well as to lower the anxiety level of expressing oneself in the target language. Findings suggest that foreign language teachers should be encouraged to use the pictorial approach for L2 writing education. (Contains 22 references.) (Author/NAV)

ED 386 952 FL 023 269

National Profile of the United States. International Association for the Evaluation of Educational Achievement Language Education Study.
PUB DATE- 95
NOTE- 96p.; Research report submitted to the National Foundation for Educational Research in England and Wales for incorporation into the IEA/LES Database (September, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Design; *Demography; Elementary Secondary Education; *English (Second Language); Higher Education; Instructional Materials; Language Planning; Language Teachers; Questionnaires; *Second Language Instruction; *Second Language Learning; Socioeconomic Status; Sociolinguistics; Testing
IDENTIFIERS- *National Foundation for Educational Research

This National Profile has been prepared as the United States' participation in Phase I of the International Association for the Evaluation of Educational Achievement's international study of language learning on the secondary level. It presents a complete outline of the state of foreign language learning in the United States from grades 1-12 for some college information, based on an international questionnaire distributed by the International Association for the Evaluation of Educational Achievement on education at the secondary level. Details are provided on demographic, socio-economic, and

Inflation; *Grade Point Average; Higher Education;
*Institutional Research; Predictor Variables
IDENTIFIERS- *AIR Forum; *University of Missouri

The first-year performance of freshmen between 1987 and 1992 was investigated for evidence of grade inflation. Grade inflation is defined as "when a grade is viewed as being less rigorous than it ought to be". Performance data were analyzed for fall semester admissions of full-time, first-time freshmen at the University of Missouri System for the 5-year period. The study population included 23,064 students who completed the "core" courses in high school, had valid first-year grade point averages (GPA), high school percentile ranks, and American College Testing (ACT) Program Enhanced or Equated Enhanced Composite test scores. The mean first-year GPA system-wide increased from 2.67 to 2.76 between 1987 and 1992. System-wide, the mean ACT Composite score increased from 24.39 in 1987 to 25.27 in 1992. Mean high school percentile rank for these students increased from 75.24 to 80.56. The primary predictors of first year GPA were found to be high school percentile rank and ACT Composite scores. Since both of these indicators rose during the period, the subsequent increases in mean GPA were not unexpected. Appendices provide detailed tables showing changes in the mean ACT Composite scores, high school percentile ranks, and GPA. (Contains 21 references.) (SW)

ED 386 971 HE 028 552

Zimmer, Bruce
Achieving Quality within Funding Constraints: The Potential Contribution of Institutional Research. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Cooperative Programs; Decision Making; Educational Quality; Evaluation Criteria; *Financial Problems; Foreign Countries; Higher Education; *Information Needs; Institutional Administration; Institutional Mission; *Institutional Research; Organizational Change; Organizational Communication; Program Administration; Program Effectiveness; Program Termination; *Resource Allocation; Retrenchment; *School Effectiveness; Shared Resources and Services
IDENTIFIERS- *AIR Forum; Australia (Queensland)

How institutional research can improve the quality of institutional performance of colleges and universities in the face of funding constraints is discussed. An example of the use of instructional research to assist in documenting institutional quality in Australia is noted. Institutional research uses data collection, analysis, and interpretation to support planning, management, and decisionmaking. Strategies to improve the quality of outcomes and/or processes during times of limited resources are grouped under the following headings: environmental scanning and reassessing the appropriateness of mission and goals, concentrating resources on selected core activities and processes, phasing out activities seen as weak or peripheral to the institution's mission, improving management and decisionmaking processes, streamlining administrative procedures, enhancing communication and graduates, and the effectiveness of their writing curriculum in preparing them for their present roles. Findings included: nearly half the respondents indicated that their writing ability was a factor in obtaining their present job, and on average they spent nearly a fourth of their work week in writing tasks; among the respondents who undertook graduate studies, over a fourth had authored or co-authored a publication and a fourth had written grant proposals; and respondents reported they also spent time each week writing for pleasure. Questions about the college's writing program concerned: the types of writing experiences that helped the students prepare for writing after graduation; the frequency of specific guidelines being provided for writing assignments; the extent that revision was emphasized; the extent feedback on writing was provided; how many papers over and under 10 pages were written; and the types of teaching methods which were used in class. (Contains 11 references.) (SW)

ED 386 989   HE 028 570

Smith, Theresa Y.
The Retention Status of Underrepresented Minority Students: An Analysis of Survey Results from Sixty-Seven U.S. Colleges and Universities. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; American Indians; Blacks; Black Students; *College Graduates; College Mathematics; College Science; College Students; Engineering Education; Higher Education; Hispanic Americans; *Institutional Research; Longitudinal Studies; Majors (Students); *Minority Groups; *School Holding Power; School Surveys; Selective Colleges
IDENTIFIERS- *AIR Forum

Retention and graduation rates of underrepresented minority students were studied during 1985-91 with first-time freshman cohorts at 67 U.S. colleges and universities. Data were also collected from 17 institutions for science, engineering, and mathematics (SEM) majors by race and gender. Research areas included: headcounts, average admission test scores, retention rates after one and two years, and graduation and continuation rates within 4, 5, and 6 years. Findings included: underrepresented minorities constituted 14 percent of 1985 entering freshman and 19 percent of 1991 freshmen; 6-year tracking of the 1985 and 1986 cohorts of 312,795 first-time freshmen indicated that 80 percent continued to the second year and 69 percent progressed to the third year of college; after the first year, retention rates were 73 percent for Blacks, 72 percent for Hispanics, and 69 percent for American Indians compared with 81 percent for the other ethnic groups; after the second year, the retention rates were about 59 percent for Blacks, 62 percent for Hispanics, and 54 percent for American Indians. Additional information is provided on the effects of gender and institutional selectivity on retention and graduation rates. (Contains 28 references.) (SW)

ED 386 990   HE 028 571

Wince, Michael H.; Borden, Victor M. H.

to enter the job market. The OCAP clusters the competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency. Within the competency list are two levels of items: core items, which are essential for entry-level employment, are required to be taught and are the basis for questions on the Ohio Vocational Competency Assessment (OVCA); and advancing items, those needed to advance in a given occupation. The competencies are clustered into the following 12 units: career development; decision making and problem solving; work ethic; job-seeking skills; job retention and career advancement skills; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. (KC)

ED 386 544 CE 069 766

Accounting. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Business Education; *Competence; Competency Based Education; *Employment Potential; *Entry Workers; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education; State Standards; Task Analysis; Vocational Education
IDENTIFIERS- *Ohio

This Accounting Occupational Competency Analysis Profile (OCAP) is one of a series of competency lists, verified by expert workers, that have evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives from throughout Ohio. This OCAP identifies the occupational, academic, and employability skills (or competencies) needed to enter accounting occupations. The OCAP clusters the competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency. The competencies are clustered into the following 12 units: general accounting functions; purchases and payables; sales and receivables; banking and petty cash; payroll and related records; inventory records; office technology; managerial accounting; records management; general office functions; communications; and professionalism. This guide also includes the following components: (1) an OCAP listing employability competencies; (2) work keys assessments that measure students' applied academic skills; (3) job profiling, a key to the level of applied skills required for the accounting occupation; (4) a total list of academic competencies in communications, mathematics, and science; and (5) a list of academic competencies from the total list that were identified by expert workers as most crucial to the entry-level success of employees in accounting. (KC)

ED 386 545 CE 069 767

Administrative/Office Technology. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.

Objectives; Vocational Education; Vocational Followup
IDENTIFIERS- *Finland; *Occupational Segregation

A study determined the extent of gender stratification in Finnish vocational education and labor force, especially in the transition from school to work. It used follow-up data that Statistics Finland gathered in 1990 concerning the labor force status of the 1985 school leavers and the level of their educational qualifications 5 years later to identify gender-related differences in students' choices in vocational education, transition from school to work, and various occupations. Only data relating to vocational institution leavers were used. Findings indicated there were still gender differences in vocational educational and in occupational choices. Women and men made traditional choices both in education and in the labor force. Female-intensive fields of vocational education and the labor force included the clothing industry, home and institutional economics, and social services. Correspondingly, male-dominated programs were as follows: heat, water and ventilation technology; mechanical engineering; vehicle and transportation technology; electrical engineering; forestry; and seafaring. (Contains 26 references.) (YLB)

ED 386 563 CE 069 803

Globalizing the College of Agriculture Curricula Workshop Series. Proceedings of Six Workshops (Baton Rouge, Louisiana, September 16, 1993-August 26, 1994).
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- 95
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Colleges; Course Descriptions; *Faculty Development; *Global Approach; *Global Education; Higher Education; Instructional Materials; International Cooperation; *International Trade; Teaching Methods; *Workshops

These proceedings report on a project designed to help faculty and administrators in the Louisiana State University (LSU) College of Agriculture to internationalize the undergraduate curriculum of the college in order to foster students' awareness of the global agriculture environment. Through a series of six workshops, the undergraduate teaching faculty in the college were provided with the background information and guidance necessary to add this international dimension to their courses. Each workshop consisted of two major components: the background/information component, which focused on global markets and why they demand the attention of all agricultural disciplines; and the methods component, which focused on assisting teaching faculty in reviewing and reformulating course outlines and materials. After the workshops were completed, the project model of implementation was made available to deans of colleges of agriculture at all 1862 and 1890 land grant institutions. The 10-page project report is followed by summaries of the six workshops in chapter II. The summaries are as follows: one conducted for the entire college faculty; one designed for college department heads/directors of schools and for the project's planning and organization committee; and four targeted for faculty in four selected sets individual career development programs and transitions. By 1988, a technology platform was being tested that integrated services for each customer, leading eventually to development of TDC's Automated Case Management System. More recently, the youth development experience has been enriched with the introduction of TDC's WORKS Enterprises. The experience of designing and operating CACs demonstrated the following: institutional reform must be guided by the conviction that very high levels of performance are nearly universally possible; virtually all youth have the potential to achieve to very high levels; a different way of conceiving work is needed; and a customer service movement in government means examining what it means to be a customer and vigorously pursing the understanding of customers' needs and circumstances. (YLB)

ED 386 581 CE 069 837

Walker, Gary
Dilemma and Directions for Youth Social Policy.
PUB DATE- Sep 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Disadvantaged Youth; *Employment Programs; Federal Government; *Government Role; *Job Training; Needs; *Policy Formation; Postsecondary Education; Program Effectiveness; *Public Policy; Secondary Education

Over the past 2 decades, a considerable and consistent body of evaluation evidence has accumulated indicating that the public policies and programs created during that period for disadvantaged youth have not resulted in significant, long-term changes in the lives of those youth. Data say that an increasing number and percent of youth are disadvantaged in their crucial, formative years. If public social policy is to help these young people achieve decent economic lives, its approach must be changed. For the past several decades, social policy has attempted to improve the long-term economic prospects of youth from poor communities primarily by means of a wide variety of discrete, short-term programs aimed at specific problems and age groups. Even when longer, more comprehensive programs have been tried, they have usually succumbed to funding and implementation difficulties. A better tactic would involve a developmental approach. Such an approach would include the following: (1) a practical, compelling, and limited theory of action; (2) a problem to solve and ways to measure its solution; (3) joint ventures between sectors; and (4) an emphasis on private involvement and capacity building. To implement such a plan, a new institutional vehicle may be needed---neither liberal nor conservative, Democratic nor Republican, but only representative of American practicality. It should be: (1) a special, public-private vehicle to test a new approach on a serious scale; (2) funded by diverting from current agencies that portion of their youth funding that currently goes to coordination or community process initiatives; and (3) required to establish goals and measures and report publicly on progress toward achieving them. Establishing such a vehicle may be politically impossible. That does not prevent new approaches from being tried, as they are being even now. (KC)

ED 386 582 CE 069 838

(055)
DESCRIPTORS- *Career Education; Competency Based Education; Educational Facilities; Educational Facilities Design; Program Design; *Program Proposals; *Proposal Writing; Records (Forms); Secondary Education; *Specifications; *Statewide Planning; *Technology Education
IDENTIFIERS- *Maryland

This document, which is designed for individuals developing local career and technology education (CTE) program proposals and/or designing new CTE facilities in Maryland, presents the CTE program specifications that were developed to ensure the quality of CTE programs in public schools in Maryland. The document is divided into four sections. The first section discusses general program specifications pertaining to the following aspects of CTE: advisory councils and program committees; administration; staff; facilities and equipment; student recruitment and enrollment; career development systems; and instruction (program offerings, competency/performance-based instruction, program completion, community resources, safety, leadership development and student organizations, work-based learning, provision of experience in all aspects of the industry, tech prep, blended instruction/integrated instruction, and evaluation). The second section explains each of the following elements of specific program specifications: program title, program Classification of Instructional Programs code, program description, learner outcomes/competencies, facilities, job titles addressed by the program, labor market demand, sequences of courses matrix, and instructional program data sheet. Section 3 presents directions for completing program proposal packets, and section 4 contains a sample program proposal. Appended are instructions for using the Maryland State Department of Education report template for WordPerfect for Windows, version 6.0/6.0a only. (MN)

ED 386 600 CE 069 898

Quality Indicators for Technology Education Programs in Maryland.
PUB DATE- Sep 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; Check Lists; Curriculum Evaluation; Educational Equipment; Educational Facilities; Educational Needs; *Educational Quality; Educational Research; Elementary Secondary Education; *Evaluation Criteria; Instructional Material Evaluation; Learning Modules; Needs Assessment; Program Administration; Program Evaluation; Records (Forms); Research and Development; *State Standards; Statewide Planning; Teaching Methods; *Technology Education
IDENTIFIERS- *Maryland; *Quality Indicators

This guide, which is designed for use by Maryland technology education (TE) teachers, content supervisors, and school improvement teams, outlines a review process to align TE programs across Maryland with the goals established by the state's board of education. First, the guide's purpose is stated, and the following steps of the TE assessment process are reviewed: planning the assessment, conducting the assessment, reporting the assessment findings, and overcoming the weaknesses identified during the assessment. The remainder of the guide presents Maryland's TE quality indicators, which

NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Children; Anxiety; Child Rearing; *Emotional Adjustment; Ethnic Groups; *Ethnicity; Guilt; *Jews; Minority Groups; *Parent Child Relationship
IDENTIFIERS- *Holocaust; *Survivors of Nazi Persecution

The effect of parental Holocaust trauma on children's Jewish identity and Holocaust-related ideation was investigated through comparison of children of survivors with children of American Jews. The role of possible mediating factors, (the quality of parental communication style) was also assessed. Subjects included 40 adult children of Jewish survivors of the Holocaust (20 males, 20 females) and 40 adult children of American Jews (19 males, 19 females), born in either the United States or Canada. Whereas children of Holocaust survivors showed significantly more holocaust ideation than did children of American Jews, they did not appreciably differ in measures of Jewish identity. In addition, mediating factors were suggested. A significant relationship was found between level of parental trauma and parental communication style. Moreover, parental communication style was associated with ethnic identification. Implications for clinical intervention with families beset by catastrophe are discussed. An appendix provides a scale of Holocaust-related imagery and three tables illustrating: (1) demographic information; (2) Jewish Identity and Holocaust Ideation; and (3) the relationship between parental trauma and child response. (SR)

ED 386 620 CG 026 421

Turner, Castellano B.; Turner, Barbara F.
Race and Sex Discrimination in Occupations: A 20-Year Replication.
PUB DATE- Apr 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (66th, Boston, MA, March 31-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Black Employment; Career Choice; Career Development; Cohort Analysis; College Students; Employed Women; Employment Opportunities; *Equal Opportunities (Jobs); Higher Education; Occupational Aspiration; Occupational Mobility; *Racial Discrimination; *Sex Discrimination; Work Environment

The purpose of this research was to relate perceptions of occupational discrimination to the actual occupational opportunity structure in American society. The latter refers to the relative openness of various occupations to individuals possessing certain characteristics that are, in fact, differentially distributed among occupations. Both cohorts of students completed questionnaires that included 2 scales of 21 occupations seeking ratings of occupational discrimination against women and African Americans. The sample was comprised of 128 men and 213 women, a part of an entering class at a large state university in the northeast (the same university but another campus was used in a 1969 study). Seventy-four percent of the students were non-Latino whites. It was concluded that: (1) correspondence between the perceived and actual opportunity structure has not changed over time; each of the race-sex groups' ratings were significantly related to the census data; and (2) the relative accuracy of the four race-sex

DESCRIPTORS- Adolescent Development; Behavior Change; *Behavior Development; *Behavior Modification; Behavior Problems; *Conflict Resolution; Counseling; Crowding; Curriculum Development; Elementary Education; *Elementary School Students; Emotional Development; Environmental Influences; Interpersonal Communication; Intervention; Parent Child Relationship; Parent Participation; Socioeconomic Status; *Student Behavior

A plan to de-escalate fighting behaviors at an inner-city elementary school was implemented. It is believed that factors contributing to the problem were: low socio-economic status; a lack of parental supervision at home; a lack of parental involvement at school; a high level of criminal activity surrounding the schools; overcrowded class areas; and an absence of structured behavior change program. The program was designed to decrease fighting behaviors exhibited among intermediate grade (3-5) elementary students. Solution strategies to resolve fighting in the intermediate grades were: institute a 12-week project focusing on 10 behavior change designs relating to communication skills among students, teach ways to escape a confrontation, and provide a working knowledge of body language. Objectives for the program were for 80% of the teachers and the students to increase their knowledge of how to de-escalate a fight, and to reduce fighting referrals by 50%. Evaluation instruments used to measure this project were teacher-made tests and recorded baseline data. It is believed that school culture can become more positive when the de-escalating skills which are taught relate specifically to the actual behaviors exhibited. Total effectiveness of the program showed that violent behavior such as fighting can be reduced with a comprehensive structured program that meets student needs. Appendixes contain the teacher and student survey instruments, baseline data, teacher and student survey results, parent newsletter, and teacher in-service agendas. (JBJ)

ED 386 640 CG 026 458

Rickman, David L.
Intelligence Testing and the Emergence of School Psychology.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Psychology; Educational Theories; Elementary Secondary Education; *Individual Differences; *Intelligence Tests; School Psychologists

School psychology, defined as the study and application of psychological principles to the educational setting, encompasses the study of learning and cognition, development, social behavior, individual differences, and measurement and statistics. The purpose of this paper is to provide an historical account of the origins of educational psychology with a focus on its early history and major contributors. Emphasis is placed on the importance of the notion of individual differences, the paradigm which has functioned as a major impetus in the development of intelligence testing. Major contributors discussed are: Francis Galton, Granville Stanley Hall, Arnold Gesell, Lightner Witmer, William James and James McKeen Cattell. It is concluded that the development of the intelligence test was largely a function of the zeitgeist of American society. The lack of innovations made in the assessment of intelligence is seen as a vestige of functionalism in that the currently used instruments meet the minimum needs of the individuals using them--they have great

How To Get through the First 21 Years: A Parent Resource Guide.
PUB DATE- Oct 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alcohol Education; Child Rearing; *Drug Education; Elementary Secondary Education; Health Education; Illegal Drug Use; *Parent Child Relationship; Parent Education; Parent Influence; Parenting Skills; *Parent Materials; Parent Participation; Parent Role; *Parents as Teachers; Resource Materials; Substance Abuse
IDENTIFIERS- Maryland (Montgomery County)

A comprehensive guide to parenting resources in Montgomery County (Maryland), this publication is divided into four chapters. "Getting more involved with your child" focuses on communication, inexpensive ways to have fun, parent involvement techniques, and suggested party tips with information about the legal consequences of serving alcohol to minors. "Raising a Drug-Free child" discusses how to teach your child skills for resisting drugs and alcohol, including how to use your "parent power" and "teachable moments." "How to get your child the help he or she needs" tells how to recognize signs of drug use and what to do if your child is high, stoned, or drunk. Treatment programs and other assistance are identified. The final chapter, "Where to find the help you need" has specific referrals for crisis situations, health matters, and other services for families. Each chapter offers advice on child rearing followed immediately by a listing of related community resources from YMCA classes to local events to local parent newsletters. (JBJ)

ED 386 663 CG 026 492

The 1993 Iowa Youth Survey: Normative and Trend Data.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 93
NOTE- 108p.; Prepared by the Substance Education Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; *Adolescents; *At Risk Persons; Early Intervention; Intermediate Grades; Secondary Education; *Self Destructive Behavior; Social Problems; *Substance Abuse; Youth Programs
IDENTIFIERS- *Iowa

This study of youths and high-risk behavior was designed to explore four issues: (1) the status of substance use and other at-risk behaviors among Iowa youth; (2) important trends in youth substance use and non-use behaviors; (3) major factors involved in encouraging non-use and health-promoting behaviors among Iowa youth; and (4) what the findings of the 1993 Iowa Youth Survey suggest for families, schools, and communities. The study consisted of a 121-question anonymous survey which was administered to students in grades 6, 8, 10, and 12, at 72 school districts. The survey addressed the following prevention constructs: "assets," or factors of positive development; "prosocial behavior," which includes helping actions and volunteerism; "deficits," or factors inhibiting healthy

(6) Using Informal Inventories and Other Informal Assessment Devices in the Word-Identification Techniques; (7) Additional Alternative Ways of Assessing Reading Skills and Attitudes; (8) Using Checklists to Assess Competencies and Weaknesses in Drawing, Writing, and Spelling; (9) Using Holistic Scoring and the Informal Writing Inventory to Assess Writing; (10) Other Alternative Means of Assessing Writing and Spelling Ability; (11) Using Portfolio Assessment in Any Literacy Program; and (12) Closing Thoughts. (RS)

ED 386 684   CS 012 239

Guthrie, Jeanne; Perea, Karen M.
Beyond Book Buddies: Interdisciplinary Teaching across the Grades.
PUB DATE- 95
NOTE- 368p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Cross Age Teaching; Elementary Education; Fine Arts; Integrated Activities; *Interdisciplinary Approach; *Language Arts; *Learning Activities; Mathematics; Physical Fitness; Social Studies; Student Publications; Units of Study

Introducing teachers to the possibilities of cross-grade-level learning, this book explains the rationale and goals for cross-age grouping and presents 12 interdisciplinary instructional units of study. Each unit in the book contains a rationale, specific directions for the teacher, reproducible handouts for students, rubrics for evaluating students' projects, required materials, and lists of supplementary books and materials. While embedded in language arts, the units in the book incorporate the sciences, math, social studies, physical fitness, fine arts, and performing arts. Units of study in the book: (1) introduce students to the world of research; (2) capture students' imagination by studying the moon and then creating an original moon colony; (3) use math manipulatives to create new math games; (4) develop a mail system for the school; (5) help students become aware of the environment and what they will need to do in the future to protect it; (6) challenge students to study the inventions that have given the students the lifestyle to which they are accustomed; (7) bring arts to the forefront; (8) help students become aware of celebrations, holidays, and cultural diversity; (9) create a classroom museum; (10) produce a neighborhood newspaper; (11) create menus and exercises for the benefit of the entire family; and (12) publish the works of students in the school. A 36-item bibliography, and rubrics for reading, listening, writing, oral presentation, and bonding are attached. (RS)

ED 386 685   CS 012 242

Bear, Donald R.; And Others
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction.
PUB DATE- 96
NOTE- 401p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Developmental Stages; Elementary Education; *Phonics; *Reading Skills; *Spelling Instruction; Teaching Methods; *Vocabulary Development; *Word Recognition;

different parents or guardians were involved in the program. Findings suggest continuation of the program with consideration given to five areas of concern. (Contains 24 figures of data.) (RS)

ED 386 702 CS 012 260

Barrentine, Shelby; And Others
Reading Mini-Lessons: An Instructional Practice for Meaning Centered Reading Programs.
PUB DATE- Sep 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; Instructional Effectiveness; *Lesson Plans; *Reading Instruction; *Reading Processes; *Reading Programs; *Reading Skills; *Teaching Methods

Mini-lessons (brief, informative explanations that demonstrate what readers do) are a key instructional practice in meaning centered reading programs. The content of the mini-lessons is determined by the needs of learners. In procedural mini-lessons, teachers explain the steps for successfully completing a task or performing a reading-related behavior. In literary mini-lessons, teachers demonstrate how to compose meaning by focusing on literary content. Teachers can use mini-lessons about strategies and skills to make invisible meaning-making processes visible to readers. Attitude mini-lessons capitalize on and predispose children toward the intrinsic rewards of reading. What makes mini-lessons a unique instructional practice is the combination and interpretation of some basic features of instruction: relevance, time, materials, nature of the teacher talk, and student application of what is learned. Recommendations for developing mini-lessons include: (1) select topics that emerge from students' reading needs; (2) choose a few familiar books to illustrate key points; (3) use a timer to limit the lessons to 7 minutes; and (4) include mini-lessons as a routine part of reading instruction. (Contains four sample mini-lessons.) (RS)

ED 386 703 CS 012 261

Tack, Kristen D.
The Influence of Reading Skills on the Ohio Ninth Grade Proficiency Test of Mathematics.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Grade 9; High Schools; *Mathematics Achievement; *Mathematics Tests; *Readability; Reading Achievement; *Reading Skills; Rural Schools; *Test Reliability; *Test Validity
IDENTIFIERS- *Ninth Grade Proficiency Test

A study investigated possible causes of high percentages of students failing the Ohio Ninth Grade Proficiency Test (ONGPT) in mathematics. The validity of the math test may be questionable. The reading and math scores of over 200 ninth-grade students from a rural school in northwest Ohio were used as a basis. Only scores from the fall of 1991, 1992, and 1993 were used. A correlation between these scores was then

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Culture Conflict; *Freshman Composition; Higher Education; Literature Appreciation; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- Composition Theory; *Contact Zones; Writing Thinking Relationship

Mary Louise Pratt's reading of "contact zone," which she defines as "those social spaces where cultures meet, clash and grapple with each other, often in contexts of highly asymmetrical relations of power," enables an instructor to think in terms of naming and autoethnography. The "contact zone" has become a way to map the terrain of the writing classroom. Pratt asks readers, both instructors and students, to see how writers creolize the dominant discourse with their own language and literacies, and she asks that they value those languages and literacies. She asks them to recognize the ways those multi-voiced texts "mean." She foregrounds the problematics of binary positioning, of either/or patterns for thinking/writing. She points out the positivistic readings that have diminished texts in the past, and disallows those sorts of reductivist readings. In an elementary composition course, the "contact zone" has reshaped the way that student stories are read by the instructor. When one student wrote a "Gilligan's Island"-type story in which the "I" encountered "natural" people on an island, and after wowing them with a flashlight, left with some contempt for their naivete, the student was asked to rewrite the story to account for the instructor's own discomfort with the stereotypes it employed. In another example of an in-class exercise in a literature class, Toni Morrison's "Beloved" is used as a vehicle for making students more aware of issues concerning "contact zone." (TB)

ED 386 723 CS 215 019

Pari, Caroline
Emergent Discourses: Student Exploration of Cultural Identities.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Differences; *Ethnicity; Higher Education; Multicultural Education; *Racial Identification; *Writing (Composition); Writing Instruction
IDENTIFIERS- Composition Theory; *Cultural Studies; Diversity (Student); *Student Empowerment

Cultural studies aims to critique and challenge existing boundaries. Particularly relevant to a discussion of cultural studies in the context of composition pedagogy are the boundaries that exist between minority and dominant cultures, between disciplines, between academic and street cultures, between ethnicities, races, genders and classes, between student texts, literary texts, and other texts, and between representation and the represented. In an upper-level composition course, a writing project shows several cases where students consciously construct representations of their have already been published--a recent survey/search yielded about 15 titles. However, many of these books do not venture far into the relatively uncharted territory of the illness. Among the more venturesome books are three works of fiction for younger children, Linda Walvoord Girard's "Alex, the Kid with AIDS," Margaret Merrifield's "Come Sit by Me," and MaryKate Jordan's "Losing Uncle Tim." The first two titles show a world that has to overcome its fear and rejection of AIDS victims, while "Losing Uncle Tim" shows a world in which those victims are loved. In "Alex, the Kid with AIDS," the children in Alex's school are given information on the disease by a doctor and a nurse, including how to react if Alex starts to bleed. Daniel, the child protagonist in "Losing Uncle Tim," finds that people with AIDS are not alien monsters but close relations to be cared for and grieved over; its victims are deserving of the same sympathy and concern extended to victims of any other disease. What this child learns about the world of AIDS and the world at large is presumably a realization that the book hopes to share with its readers. Its shortcoming is its avoidance of the controversies surrounding AIDS. Contains a list of the three works cited and one reference. (TB)

ED 386 742 CS 215 048

Roth, Audrey J.
Adapting Two-Year College English to the New Literacies and New Technologies: The Large Urban Community College Meets the Challenges of New Literacies and New Technologies.
PUB DATE- 25 Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College English; Community Colleges; Cultural Differences; *Educational Trends; Financial Support; State Regulation; *Student Problems; *Teaching Conditions; Technological Advancement; *Two Year Colleges; Urban Education; *Writing Ability
IDENTIFIERS- Electronic Media; *Miami Dade Community College FL

Miami-Dade Community College began in 1960 and now has 5 campuses and about 20 outreach centers. For the 1993-94 school year (the latest on which there are complete figures), 76,787 students were enrolled at Miami-Dade; another 43,391 took non-credit courses. Over the past 25 years, as the community has changed, obviously the college has reflected that change in the student body; Spanish is now designated as the native language of more than 40% of the students. Despite intense efforts, one English professor sees no improvement in the writing ability of students coming to the college. Further, there are so many students enrolling in the college that the expense of keeping up with hardware and space requirements is almost impossible on a scale that would keep large number of students up-to-date with developments in electronic media that could enhance English and composition courses. Finally, the state has imposed a major pressure on curriculum at all institutions that receive state funding. All AA degree-seeking students must pass the College Level Academic Skills Test--an assessment test for college juniors in order to get the degree and students at four-year colleges must pass it in order to attain junior standing. Thirty years ago there was money for two-year schools, discourse and whether language could help to avoid reoccurrences such as the loss of innocent people's lives, the Taoist thought of Zhuang Zi might help. And such an examination could also benefit comparative/contrastive rhetoric studies. Many recent studies of Zhuang Zi deal with his ideas about language use and rhetoric. Zhuang Zi illustrates repeatedly in his works that things are not as different as they seem no matter how they appear to the eye; in fact, they are one in the Tao. At Tiananmen Square the students' discursive practice bore similarities to the official government one: their language decided for the audience what to think, and these rhetors seemed to be experienced with how to manipulate the audience, just as the government was. The Tao is not the absolute truth but a path to truth. For Zhaung Zi, the word is "spontaneity." This means that a person can stop doing what others think is right and can make decisions guided by the Tao. If rhetoric is to teach, it will have to include the heuristic and catalytic power of language and discourse. Comparing and contrasting rhetorics in China and in the West is challenging and more studies by rhetoricians, philosophers, and linguists are needed. (Contains 39 references.) (NKA)

ED 386 760 CS 508 993

Aronson, Melissa Marie
Building Communication Partnerships with Parents. Professional's Guide.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Elementary Education; *Interpersonal Communication; Parent Attitudes; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *School Activities; *Teacher Role
IDENTIFIERS- *Communication Strategies; Educational Issues; Parent Needs

To answer the need for better communication between elementary school parents and teachers, this book begins with a theoretical and philosophical framework and reviews the research and current thinking about the need for and value of partnerships between home and school. The book also considers some special needs of parents in today's increasingly complex and diverse society. Most of the book is devoted to presenting guidelines and discussing specific ideas and strategies for building a communication partnership. Specific activities identified and reviewed in the book include: school-wide picnics and potlucks; August open house; back-to-school night and open house; newsletters; translations for non-English-speaking parents; a call a day; report cards; parent and teacher conference techniques; the parent center; interactive parent-teacher journals; welcome video; parent welcome and outreach; tips for success booklet; parent handbook; and parent nights. Sample letters and flyers to promote activities are included. (NKA)

ED 386 761 CS 509 014

Timmerman, Linda E. L.
Rhetorical Dimensions of Teaching Effectiveness.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Discussion (Teaching Technique); Group Activities; Group Dynamics; Higher Education; *Interpersonal Communication; *Introductory Courses; *Speech Communication
IDENTIFIERS- *Small Group Communication

This paper explores that various uses of group communication in the basic course and how it can be used to bridge and reinforce interpersonal and public speaking skills units. Sections of the paper address group discussion as a content area, integrating small group discussion into the public speaking unit, integrating small groups into the communication processes and interpersonal communication units, and group discussion as a pedagogical choice. The paper also offers specific objectives and activities for enhancing the group experience for students. An appendix presents several group exercises and assessment/analysis forms. Contains eight references. (Author/RS)

ED 386 780 CS 509 056

Clowers, Marsha; And Others
Uniting Traditions: Incorporating Group-Based Exercises in the Basic Public Speaking Course.
PUB DATE- 22 Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audience Analysis; Class Activities; *Communication Apprehension; Cultural Differences; Desensitization; Ethics; *Group Instruction; Higher Education; *Introductory Courses; *Public Speaking; Skill Development; Visualization
IDENTIFIERS- Personal Report of Communication Apprehension

This paper introduces the subject of communication apprehension and presents five group-based exercises for the basic public speaking course. The paper notes that communication apprehension can affect people's personal and occupational lives, and that visualization, skills training, and systematic desensitization are methods that can help control communication apprehension. The first exercise in the paper uses the Personal Report of Communication Apprehension to give students the opportunity to assess their own levels of communication apprehension. The purpose of the second exercise in the paper is to increase students' awareness of the importance of introductions and conclusions to the overall effectiveness of a speech. The third exercise in the paper provides students with a practical way to do a "mini" audience analysis using magazine advertisements. The purpose of the fourth exercise is to increase students' awareness of ethical issues in public speaking and the public speaking classroom. The fifth exercise in the paper celebrates diversity and promotes knowledge of other cultures, ethnicities, languages, and religions. Contains three references. (RS) organizational charts for a public school and a public corporation. (Contains 21 references.) (LMI)

ED 386 799 EA 027 009

The Annual Condition of Education Report. A Report on Elementary, Secondary and Community College Education in Iowa.
PUB DATE- 94
NOTE- 81p.; For previous reports, see ED 364 986 (1993), ED 351 773 (1992), and ED 343 276 (1991).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Community Colleges; Educational Finance; *Educational Objectives; Elementary Secondary Education; Enrollment; *Outcomes of Education; *Public Education; Public Schools; School Personnel; *State Standards; Two Year Colleges
IDENTIFIERS- *Iowa

This document contains the fifth edition of the Annual Condition of Education Report to the citizens of Iowa. The report provides evidence of Iowa students' continuing achievement at high levels, when compared to other states and countries. Iowa public schools are also characterized by relatively low dropout rates, high attendance rates, and safe school environments. That over one-half of all new freshmen in Iowa colleges and universities were enrolled in community colleges in fall 1994 demonstrates an increased demand for community-college programs. The report presents information and data on the following areas of K-12 education: student achievement, enrollment, staff characteristics and salaries, educational programs, and finance. Information about student achievement, enrollment, and programs in community colleges is also provided. Finally, the document describes statewide progress toward the 1994 National Education Goals. A total of 93 tables are included. (LMI)

ED 386 800 EA 027 011

Cordeiro, Paula A.; Campbell, Barbara
Problem-Based Learning as Cognitive Apprenticeship in Educational Administration.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Cooperative Learning; Course Descriptions; *Educational Administration; Educational Philosophy; *Graduate Study; Group Dynamics; Higher Education; *Independent Study; *Leadership Training; *Problem Solving; Theory Practice Relationship
IDENTIFIERS- *Problem Based Learning

This paper proposes that problem-based learning (PBL) can serve as a cognitive apprenticeship in administrator-preparation programs. The paper presents an overview of PBL and its application in the administrator-preparation program at the University of Connecticut. The initial training in group processing for students enrolled in the program is described. Two examples of actual PBL projects, including their planning communications and improving meetings are the topics of chapters 4 and 5. The remaining five chapters deal with solving problems, making decisions, working with conflicts, microdesigning, and institutionalizing OD in colleges and schools. Numerous samples of group activities are provided throughout the book. Three tables, 45 figures, and subject and author indices are included. (Contains 104 references.) (LMI)

ED 386 818 EA 027 032

Johnson, David W.; Johnson, Roger T.
Reducing School Violence through Conflict Resolution.
PUB DATE- 95
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; Cooperation; *Educational Environment; Elementary Secondary Education; Interpersonal Competence; *Prevention; Problem Solving; Program Implementation; *Prosocial Behavior; School Safety; *School Security; Social Control; Student Behavior; *Violence

Increasing violence and threats of violence in American schools have prompted many school districts to take aggressive action in providing greater security and more positive learning environments. This book presents an alternative approach--that of training students in conflict resolution and peer mediation. The book offers specific, practical strategies for implementing violence-prevention and conflict-resolution programs. An overview of the situation and the schools' responsibility to provide students with an orderly environment is discussed. The following sequential process that schools need to follow to implement violence prevention and conflict resolution programs is also covered: (1) Admit that destructive conflicts are out of control; (2) implement a violence-prevention program; (3) become a conflict-positive organization; (4) implement a conflict-resolution program; (5) create a cooperative context; (6) institute conflict-resolution/peer-mediation training that teaches students how to negotiate and mediate and teachers how to arbitrate; and (5) use academic controversy to improve education. Twelve figures are included. (Contains 123 references.) (LMI)

ED 386 819 EA 027 033

Rust, Val D., Ed.; Yogev, Abraham, Ed.
International Perspectives on Education and Society. Volume 4, Educational Reform in International Perspective.
PUB DATE- 94
NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developed Nations; Developing Nations; Economic Development; *Educational Change; Elementary Secondary Education; Foreign Countries; *National Programs; Politics of Education; School Restructuring; Social Structure; Sociocultural Patterns

National educational reform must be interpreted from a broader sociopolitical vantage point. Following the introduction, "The contains text, questionnaires, worksheets, checklists, examples, and lists of suggested resources to help students plan their careers, find possible jobs, apply for jobs, and then succeed on the job. Individual chapters focus on the following topics: (1) career planning, (2) rights and provisions of the Americans with Disabilities Act, (3) identifying functional limitations and appropriate accommodations needed, (4) organizing a job search, (5) skill sheets to identify accomplishments, (6) the job application process, (7) writing the resume, (8) the job interview, (9) making employer contacts and networking, (10) using the telephone to make and keep contacts, (11) marketing concepts for marketing oneself, (12) sources of information for seeking a job, (13) self-advocacy skills, and (14) survival on the job. A final chapter contains 17 references and suggested readings. (DB)

ED 386 838 EC 304 227

Roberts, Violet Cain
Tutor Resource Manual: Tutoring Students in the Community College. Includes Section on Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 30 Sep 94
NOTE- 68p.; In: EASE Project: Equal Access for Students to Education and Experience. Final Report; see EC 304 225.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Access to Education; Assistive Devices (for Disabled); College Students; *Community Colleges; Compliance (Legal); Disabilities; Guidelines; Helping Relationship; Higher Education; Interpersonal Relationship; Learning Disabilities; Learning Strategies; Legal Responsibility; *Peer Teaching; Physical Disabilities; Remedial Instruction; *Special Needs Students; Study Skills; Time Management; Tutorial Programs; *Tutoring; Tutors
IDENTIFIERS- Minnesota

This manual for peer tutors on tutoring community college students was developed as part of the EASE (Equal Access for Students to Education and Experience) Project at seven community colleges in northeastern Minnesota. The manual provides a general overview of policies, benefits, and responsibilities related to peer tutoring. It then offers guidelines and procedures for accomplishing the task. The latter part of the manual deals with students with special needs such as physical disabilities and/or learning differences, followed by suggestions and strategies for tutoring special needs students. Individual sections address the following topics: the community college learning center, the peer tutor, benefits of being a peer tutor, roles of the tutor, improving interpersonal effectiveness, policies on sexual harassment, a code of ethics for tutors, 21 guidelines for peer tutoring, learning styles, time management, the questioning circle, teaching the writing process, graphic organizers, spelling, math, difficult tutoring situations, learning strategies, assistive technology, compliance with Section 504 of the Rehabilitation Act of 1973, a quick reference guide to preferred terminology in speaking of people with disabilities, general suggestions for working with people who have disabilities, characteristics of various disabilities, notetaking, test accommodations, and recording of textbooks. An

ED 386 857 EC 304 246

Hanley-Maxwell, Cheryl; Collet-Klingenberg, Lana
Research Synthesis on Design of Effective Curricular Practices in Transition from School to the Community. Technical Report No. 9.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 3 Jan 95
NOTE- 87p.; For separate executive summary, see EC 304 247.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Skills; *Curriculum Development; *Disabilities; *Education Work Relationship; Secondary Education; Self Determination; Student Educational Objectives; *Teaching Models; *Transitional Programs

This research synthesis identifies critical aspects of curriculum as they relate to the successful school-to-work transition of students with disabilities. The first section provides basic information on transition and covers the goal of transition, its framework, the transition process, and school personnel involvement. The second section reviews transition-related curricular issues, discussing existing models of transition and a proposed model which focuses on individualized skill building in the academic, social, vocational, and independent living areas, with skills characterized as either first-order (core) skills, higher-order skills, or goal-specific skills. Also reviewed here are studies supporting this model; studies of post-school outcomes; and planning, instructional, and assessment practices which impact on the effectiveness of transition services. The third section summarizes areas of need and provides guidelines for the development of quality curricular tools. These guidelines are organized according to the content, application, and philosophy of these tools. This section ends with a discussion of barriers to development and use of quality tools. A conclusion stresses the importance of focusing on self-determination as the main educational goal. An appendix summarizes barriers to effective transition and guidelines for development of curriculum tools. (Contains approximately 150 references.) (DB)

ED 386 858 EC 304 247

Hanley-Maxwell, Cheryl; Collet-Klingenberg, Lana
Research Synthesis on Design of Effective Curricular Practices in Transition from School to the Community. Executive Summary. Technical Report No. 10.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 3 Jan 95
NOTE- 42p.; For full report, see EC 304 246.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; *Curriculum Development; *Disabilities; *Education Work Relationship; Secondary Education; Self Determination; Student Educational Objectives; *Teaching Models; *Transitional Programs

This executive summary of a research synthesis on critical classrooms; adaptations in academic requirements and instructional materials; and instructional adaptations, including audiovisual aids and computer simulations. Access to extracurricular activities includes counseling and health services, recreational activities, transportation, and groups or clubs. Technology accessibility to allow greater participation in the general education classroom might include adapted computer keyboards and adaptations to other equipment. Instructions are provided for using the checklist, scoring individual items, writing a narrative summary, and methods for collecting data. (SW)

ED 386 875 EC 304 265

Abery, Brian, Ed.; And Others
Feature Issue on Leadership by Persons with Disabilities.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Programs; *Advocacy; College Students; *Developmental Disabilities; Ethnic Groups; Intermediate Grades; Leaders; *Leadership; Leadership Qualities; *Leadership Training; Middle Schools; Minority Groups; Models; Networks; Secondary Education; Self Determination; *Self Help Programs; Sex; Skill Development; Social Action; *Student Leadership

This newsletter issue provides stories of leaders who have developmental disabilities, descriptions of program initiatives and models promoting leadership opportunities for individuals who are disabled, and an historical overview of leadership issues. Major articles include: "Leadership: Where We've Been, Where We Are, Where We're Going" (Hank Bersani, Jr.); "Leadership by Persons with Disabilities: Perceptions, Needs, and Opportunities" (Brian Abery and Michael N. Sharpe); "The Impact of Gender and Race on Leadership by Persons with Disabilities" (Jacquelyn Anderson Bolden); "Real Leaders Ask Questions, Real Leaders Make People Understand" (Michelle Hoffman); "Building a Network of Leaders" (Jill Flynn); "Civic Leadership: Youth in Government" (Polly Harrison); "A School for Community Leaders" (Carolyn Lejuste); "Culturally Diverse Leadership: A Model of Inclusion" (Betty Horton); "Learning To Lead...Leading To Learn" (Michael N. Sharpe); "Students in Community Leadership" (Julie Schreifels); "Leading by Serving: Maryland Student Service Alliance" (Cathy L. Brill); "Empowerment through Leadership Education" (Stephanie Agresta et al.); and "Remembering with Dignity: Leadership through Activism" (Jerry Smith). Annotations are provided for 10 resource publications. (SW)

ED 386 876 EC 304 266

Fox, Lynn H.; Thompson, Deborah L.
Bringing the Lab School Method to an Inner City School.
SPONS. AGENCY- Eugene and Agnes E. Meyer Foundation, Washington, D.C.
PUB DATE- 1 Aug 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

checklist which compares features of 76 social skills training programs, and facilitator materials. (Contains 69 references.) (DB)

ED 386 893 EC 304 286

Murphy, Deborah A.; And Others
Exceptions: A Handbook of Inclusion Activities for Teachers of Students at Grades 6-12 with Mild Disabilities. Second Edition.
PUB DATE- 95
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Compensatory Education; Compliance (Legal); *Diagnostic Teaching; Educational Legislation; Federal Legislation; *Inclusive Schools; Individualized Instruction; Intermediate Grades; Learning Strategies; Mainstreaming; *Mild Disabilities; Remedial Instruction; Secondary Education; Study Skills; *Teaching Methods
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act

This book includes ideas, strategies, techniques, and lessons for the inclusion of students with mild disabilities in regular classes (grades 6 through 12). An introduction discusses inclusion in the context of federal legislation, the continuum of services model, essential personnel, and inclusion models. The first section of the main text suggests adaptive techniques including instructional adjustments of time and the learning environment, textbook adaptations, readability reduction, tape recording, assignment adaptation, study guide adaptation, contracts, student motivation, and test adaptation. The second section looks at compensatory instruction, techniques, and materials in the subject areas of language arts, mathematics, and vocabulary. Section 3 addresses remedial instruction, with information on using modularized instruction for remediation, questions to ask about reading, remedial spelling suggestions, remedial written expression suggestions, and remedial instruction techniques and materials. The last section offers suggestions for teaching survival skills, including ways to improve textbook reading, utilize paragraph structure, develop consumer mathematics skills, take notes, and learn instant study skills. An appendix provides an Americans with Disabilities Act compliance checklist, information on complaint and enforcement procedures under federal law, and a variety of sample forms for teacher use. (DB)

ED 386 894 EC 304 287

Walker, Hill M.; Severson, Herbert H.
Systematic Screening for Behavior Disorders (SSBD). Second Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 397p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

detail as well as the potential impact of television commercial impact versus television programming impact. (Contains 86 references.) (NAV)

ED 386 912 FL 022 433

Schellinger, Sari Beal
Barriers to Language Acquisition in School-Age Mexican American Children.
PUB DATE- May 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- Academic Achievement; Bias; Cultural Influences; Educational Attainment; Elementary Secondary Education; *English (Second Language); *Low Achievement; *Mexican Americans; Minority Group Children; Parent Child Relationship; Parent Influence; *Second Language Learning; Self Concept; Socioeconomic Status
IDENTIFIERS- *California; *Hispanic American Students

This historical study examines some of the possible reasons that a large portion of Mexican American children do not succeed in the public school system in California, exploring the background of the language issue. Parental factors, socioeconomic status, and self-perceptions are three factors related to failure among Mexican American children in school. One of the most important factors related to the success or failure of the Mexican American child in the public school is the language barrier. This paper explores the background of this language issue and looks at the causes of failure of Mexican-American Children in school. (Contains 14 references.) (Author)

ED 386 913 FL 022 516

Flewelling, Janet
Teacher Evaluation of Foreign Language Software.
PUB DATE- Oct 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Software Evaluation; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; Information Needs; Instructional Effectiveness; Instructional Materials; Language Teachers; *Media Selection; *Records (Forms); Second Language Instruction; *Second Languages; Teacher Role

The process used for evaluating computer software before it reaches the market may not be reliable or appropriate for the end user. School boards often develop their own evaluation procedures for teachers, but they may also be too technical, too long, or irrelevant to the teacher's purposes, and they may be too general for the discipline area in which the software will be used. A form appropriate for use by second language teachers should specify: lesson type; level(s) for which the materials are suitable; main topic; vocabulary and structures treated; whether accents can be input; appropriateness of

PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Acculturation; Applied Linguistics; Classroom Environment; Communicative Competence (Languages); Educational Strategies; Grammar; Immersion Programs; Instructional Materials; *Language Patterns; *Language Processing; Language Research; Language Role; *Learning Processes; *Linguistic Theory; Phonology; Pronunciation Instruction; Reading Habits; Research Needs; Research Utilization; Second Language Instruction; Second Language Learning; *Second Languages; Teaching Methods
IDENTIFIERS- Authentic Materials

Selected papers on second language acquisition and instruction from the University of Wisconsin at Madison symposium include the following: "Learning and Teaching: The Necessary Intersection" (Susan M. Gass); "Reenvisioning the Second Language Classroom: A Vygotskian Approach" (Linda Schinke-Llano); "The FOCAL SKILLS Approach: An Assessment" (Ashley J. Hastings); "Toward Theory-Driven Language Pedagogy" (Suzanne Flynn, Gita Martohardjono); "Input, Triggers, and Second Language Acquisition: Can Binding Be Taught?" (Lydia White); "L2 Acquisition of Verb Complementation and Binding Principle B" (Joyce L. S. Bruhn-Garavito); "The Noun Phrase Accessibility Hierarchy in SLA: Determining the Basis for Its Developmental Effects" (Robert L. Hamilton); "Second Language Acquisition of Relative Clause Structures by Learners of Italian" (Karen C. Croteau); "On the Teaching and Learning of Grammar: Challenging the Myths" (Diane Larsen-Freeman); "The Interaction of Pedagogy and Natural Sequences in the Acquisition of Tense and Aspect" (Kathleen Bardovi-Harlig); "From Input to Output: Processing Instruction and Communicative Tasks" (Bill VanPatten, Cristina Sanz); "Free Voluntary Reading: Linguistic and Affective Arguments and Some New Applications" (Stephen D. Krashen); "Teaching with Authentic Video: Theory and Practice" (Anthony A. Ciccone); "SLA Theory and Pedagogy: Some Research Issues" (Andrew D. Cohen); "Exploring the Role of Foreign Language in Immersion Education" (James E. Parker, Shirley M. Heitzman, Amy M. Fjerstad, Lisa M. Babbs, Andrew D. Cohen); "A Variationist Framework for SLA Research: Examples and Pedagogical Insights" (Elaine Tarone); "Markedness in the Acquisition of English/r/ and /l/" (John C. Paolillo); "Foreign Accent and Phonetic Interference: The Application of Linguistic Research to the Teaching of Second Language Pronunciation" (Robert M. Hammond); and "A Study of the Effect of the Acculturation Model on Second Language Acquisition" (Doris Hansen). (MSE)

ED 386 932   FL 023 243

McLaughlin, Barry
Fostering Second Language Development in Young Children: Principles and Practices. Educational Practice Report: 14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingualism; Classroom Techniques; Code Switching (Language); *Cultural Awareness; Cultural Traits; Educational Environment; Educational Strategies; Elementary Education; English (Second Language); Language Dominance; *Language Role; Language Skills; *Learning Processes; Second Language Instruction; Second Language Learning; *Second Languages; Skill

educational information; socio-linguistic context; language policy; language curriculum and assessment; and language teaching and professional support. The structure of the U.S. educational system from pre-school to grade 12 is outlined, and an English-as-a-Second-Language (ESL) addendum responds to questions about the general state of ESL teaching in the United States. Information is listed by foreign language for number of students, teachers, hours taught, trade contacts, and textbooks used and their contents. (Contains numerous references.) (Author/NAV)

ED 386 953   FL 023 270

Oppenheim, Nancy
Cognitive Processes Underlying Nonnative Speech Production: The Significance of Recurrent Sequences.
PUB DATE- 95
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (Long Beach, CA, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Advanced Students; *Cognitive Mapping; College Students; *English (Second Language); Higher Education; *Learning Strategies; *Oral Language; *Speech Skills
IDENTIFIERS- *Recurrent Sequences
This study was designed to identify whether advanced nonnative speakers of English rely on recurrent sequences to produce fluent speech in conformance with neural network theories and symbolic network theories; participants were 6 advanced, speaking and listening university students, aged 18-37 years (their native countries being Korea, Japan, Taiwan, Hong Kong, and the People's Republic of China). Subjects' introspections on how their words come to mind in relation to speech production are also investigated. Subjects were taped repeatedly while practicing speeches on familiar and newly learned topics; they were interviewed, and they completed questionnaires on background and speech preparation strategies. Results indicated that a mean of 66.4% used recurrent sequences (RSs) that were consistent across topics and tellings as predicted by semantic and neural network theories and that all subjects reported use of partial phrases, phrases, or strings of phrases; subjects who approached the task as if memorizing a script or piano piece, used immediate repetition of RSs and lengthy RSs. Findings confirm that recurrent speeches are an essential element of planning and executing speeches in real time by advanced nonnative English-speakers. (Contains 44 references, 1 figure, and 9 tables.) (NAV)

ED 386 954   FL 023 271

Tucker, G. Richard; And Others
Documenting an Exemplary Japanese FLES Program: In Pursuit of Goals 2000.
SPONS. AGENCY- Carnegie Mellon Univ., Pittsburgh, PA. Dept. of Modern Languages.; Department of Education, Washington, DC.; Pittsburgh Univ., PA. Dept. of Instruction and Learning.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

coordination, simplifying organizational structures, developing cooperative and collaborative arrangements for joint programs and shared resource use, and implementing more effective monitoring and review processes. As illustration, it is noted that institutional research is assisting Australian universities to document their achievement of quality for the Committee for Quality Assurance in Higher Education through a 3-year (1993-95) quality review cycle. (SW)

ED 386 972 HE 028 553

Volkwein, J. Fredericks; And Others
Characteristics of Student Loan Defaulters among Different Racial and Ethnic Groups. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 47p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; American Indians; Asian Americans; Black Students; College Students; Ethnic Groups; *Federal Aid; Higher Education; Hispanic Americans; *Institutional Research; Legal Responsibility; *Loan Default; Loan Repayment; Minority Groups; Models; Public Policy; Regression (Statistics); School Responsibility; Student Characteristics; *Student Financial Aid; *Student Loan Programs; Student Responsibility; White Students
IDENTIFIERS- African Americans; Asian American Students; Hispanic American Students; *National Postsecondary Student Aid Study; Native Americans

This study examined the characteristics of students who default on their student loans and compared default among Whites, Asians, African Americans, Hispanics, and Native Americans. Four logistic regression models were developed using information from the National Post-Secondary Student Aid Study which contains an array of pre-college, college, and post-college information about individual recipients of federal financial aid. Application of the models indicated that loan default is significantly explained by the personal characteristics of individual borrowers, and that differences among the different racial/ethnic groups are more a matter of degree than kind. Those borrowers in similar circumstances with respect to earned degrees, marital status, and dependent children exhibited similar levels of income and loan default, regardless of race or ethnic group. Findings suggest that campuses can best assist student borrowers by creating a climate that promotes good academic performance, encourages study in both pure and applied scientific disciplines, and ensures degree completion. The results also challenge current national policy which holds campuses accountable for the default behavior of former students, since default behavior can result from factors beyond campus control, like post-college marital status and family size. Appendices present the univariate statistics for the four models. (Contains 68 references.) (Author/SW)

ED 386 973 HE 028 554

Rosch, Teryl ann; Reich, Jill N.
The Enculturation of New Faculty in Higher Education: A Comparative Investigation of Three Academic Departments. AIR

When Does Student Satisfaction Matter? AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Students; *Grade Point Average; Higher Education; *Institutional Research; Models; Predictive Measurement; Predictor Variables; School Holding Power; *Student Attitudes; Student Characteristics; *Student College Relationship
IDENTIFIERS- *AIR Forum

The relationship between student satisfaction and performance and persistence were studied at a large midwestern, urban commuter university. A student satisfaction survey was completed by 1,643 students (out of 3,004 students), who rated their level of satisfaction with 48 specific and 5 general aspects of their college experiences. Performance was measured by the spring semester grade point average (GPA), and persistence consisted of students' reenrollment status in the fall semester. Logistic regression analysis took into account prior performance factors, student demographic characteristics, and satisfaction scales. Student satisfaction made a relatively weak contribution to predicting students' academic performance for the semester. The best predictor of performance was students' prior performance, including cumulative GPA and high school percentile rank. Among the demographic variables, students' age accounted for the largest portion of variation in spring semester GPA. Students' general academic satisfaction contributed more to the prediction of nonpersistence. Results are presented for student subgroups identified through cluster analysis. One result suggested that single, female, full-time students may give more weight than other students to their level of satisfaction when deciding whether to continue schooling. (Contains 10 references.) (SW)

ED 386 991 HE 028 572

Brandt, Dennis M.
Automated Student Follow-up: A University Perspective. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *College Graduates; *College Transfer Students; Dropout Research; *Followup Studies; Higher Education; *Institutional Research; Salaries; State Universities; *Student Attrition; Vocational Followup
IDENTIFIERS- *AIR Forum; *East Texas State University

An automated student follow-up system developed by a Texas state agency was pilot tested at East Texas State University (ETSU) for the public university system. Students enrolled at ETSU during summer 1991, fall 1991, and spring 1992 who were not enrolled at ETSU during fall 1992 were tracked. The data files were used to determine the present status of the 6,066 former

PUB DATE- 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; Competency Based Education; Employment Potential; *Entry Workers; *Job Skills; *Occupational Information; *Office Automation; Office Machines; Office Management; Office Occupations; Office Occupations Education; Office Practice; Postsecondary Education; Secondary Education; *Secretaries; State Standards; Task Analysis; Vocational Education; Word Processing
IDENTIFIERS- *Ohio

This Administrative and Office Technology Occupational Competency Analysis Profile (OCAP) is one of a series of competency lists, verified by expert workers, that have evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives from throughout Ohio. This OCAP identifies the occupational, academic, and employability skills (or competencies) needed to enter administrative and office technology occupations. The OCAP clusters the competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency. The competencies are clustered into the following six units: communications; office technology; financial functions; records management; support tasks; and professionalism. This guide also includes the following components: (1) an OCAP listing employability competencies; (2) work keys assessments that measure students' applied academic skills; (3) job profiling, a key to the level of applied skills required for administrative and office technology occupations; (4) a total list of academic competencies in communications, mathematics, and science; and (5) a list of academic competencies from the total list that were identified by expert workers as most crucial to the entry-level success of employees in administrative and office technology occupations. (KC)

ED 386 546 CE 069 768

General Marketing. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; *Competence; Competency Based Education; *Employment Potential; *Entry Workers; *Job Skills; *Marketing; *Occupational Information; Postsecondary Education; Secondary Education; State Standards; Task Analysis; Vocational Education
IDENTIFIERS- *Ohio

This General Marketing Occupational Competency Analysis Profile (OCAP) is one of a series of competency lists, verified by expert workers, that have evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives from throughout Ohio. This OCAP identifies the occupational, academic, and employability skills (or competencies) needed to enter marketing occupations. The OCAP clusters the competencies of curricula offered by the college. Chapter III lists highlights of LSU's model for internationalization and recommendations for future globalization efforts. Appendixes include the survey and evaluation instruments and a 48-item annotated bibliography. (YLB)

ED 386 564 CE 069 804

Vella, Jane
Training through Dialogue. Promoting Effective Learning and Change with Adults. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 95
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Literacy; Case Studies; *Change Agents; Community Development; Community Education; Dialogs (Language); Foreign Countries; Health Education; Health Promotion; Literacy Education; Models; Nonprofit Organizations; Program Evaluation; Public Health; Substance Abuse; *Teacher Education; *Teacher Student Relationship; *Trainers; *Training Methods; Volunteers
IDENTIFIERS- Popular Education; Trainer Role

This book, which is designed for trainers responsible for training other trainers, outlines and illustrates the principles of a program in which trainers are prepared to promote adult learning and change. Part 1: "Training That Respects the Learner," presents insights from popular education and a model for training trainers in the popular education approach. Part 2: "Lessons Learned from Practice," presents selected lessons learned from practice (the effect of group size and the role of the "professor," the importance of dialogue, honoring the role of the learner, transforming the culture of teaching, and making time for training) within a variety of training contexts, including programs training trainers in community health, paid and volunteer workers in nonprofit organizations, health professionals, literacy trainers, professionals working with substance abuse programs, and trainers working with a community development bank. Part 3: "Applying the Approach," focuses on application of the approach and considers the challenge of design, strategies for supporting newly trained trainers by continuing dialogue; and program evaluation. Case studies drawn from diverse settings, including Chile, rural Arkansas, rural Vermont, New York State, and Haiti, are included. Contains 34 references. (MN)

ED 386 565 CE 069 806

Redmann, Donna, Ed.
Louisiana Business Education Journal. 1994.
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; Business Communication; *Business Education; Business Skills; *Classroom Techniques; Competence; Competency Based Education; Computer Simulation; Cross Cultural Training; Curriculum; *Curriculum Development;

Churchill, Andrew
How Can We Adapt the Positive Experiences of School-to-Work Programs, Especially Work-Based Learning, to JTPA Programs?
SPONS. AGENCY- Department of Labor, Washington, D.C.; National Youth Employment Coalition, Washington, DC.
PUB DATE- Aug 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Adult Education; Apprenticeships; Change Strategies; Competence; *Educational Change; Educational Legislation; Educational Needs; *Education Work Relationship; Employment Qualifications; Federal Legislation; Job Training; Models; Noncollege Bound Students; *Program Design; Secondary Education; Systems Approach; *Work Experience Programs; *Youth Employment; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982; School to Work Opportunities Act 1994

Several decades of studies evaluating youth employment programs funded through the nation's second-chance system have demonstrated the shortcomings of programs that concentrate on work experience alone and try to reverse years of inadequate education, discrimination, and alienation in a few weeks or months. The School-to-Work Opportunities Act identifies a comprehensive, multiyear, youth-focused, community operated, state-organized, and federally supported model linking school-based, work-based, and "connecting" activities to a range of postsecondary education and training opportunities. The model and the school-to-work programs based on it contain important lessons on providing high quality on-the-job learning that can benefit planners/providers of Job Training Partnership Act (JTPA) programs. JTPA programs are facing the challenges posed by moving from funding of separate programs, which allows some coordination, to a specific emphasis on being part of a unified, multiyear youth development system serving a variety needs. At the level of JTPA program operations, work-based learning should include the following elements: integrated of academic and occupational training; broad, transferrable skills development; adolescent development focus; preparation of adult participants; program management; and linkage into a comprehensive youth development system. (Appended are lists of 10 elements of quality work-based learning and 9 technical and social competencies identified as learning objectives for youth apprenticeship.) (MN)

ED 386 583 CE 069 839

Howard, Jeff; And Others
Learning To Work--Working To Learn (Job Training in a Global Economy).
SPONS. AGENCY- Department of Labor, Washington, D.C.; National Youth Employment Coalition, Washington, DC.
PUB DATE- 1 Aug 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Needs; *Educational Practices; *Education Work Relationship; Employment Programs; *Global Approach; Inner City; *Job Training; Models;

are organized into sections devoted to the following aspects of TE: philosophy; population served; instructional program (instruction/curriculum in grades K-5, 6-8, 9-10, and 11-12; TE teaching/learning strategies); advisory committees; facilities, equipment, and materials; administration and supervision; and instructional staff. The quality indicators pertaining to TE teaching/learning strategies are further subdivided into sections devoted to the following: topic investigations, modular technology activity, product generation, research and experimentation, and engineering design/development. Each section includes a brief discussion of the specific aspect of TE being assessed and proceeds to list the standards and criteria for standards that are being met. Checklists of quality indicators pertaining to each criterion are also provided. Appended are assessment forms and a glossary. (MN)

ED 386 601   CE 069 899

Bell, Stephen H.; And Others
Program Applicants as a Comparison Group in Evaluating Training
  Programs. Theory and a Test.
PUB DATE- 95
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Data Analysis; *Employment
  Programs; *Evaluation Research; Federal Programs; *Job
  Training; Program Evaluation; *Research Methodology; Sampling;
  Statistical Analysis; Statistical Bias; Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children;
  *Applicants; Impact Studies; Manpower Development and Training
  Act

This monograph critiques the many nonexperimental impact estimation approaches that have been based on external comparison groups. It proposes an approach to evaluating employment and training (E&T) programs that calls for using the group of individuals who apply to a program but then choose not to participate in that program as an "internal" comparison group. The following are among the topics are discussed: methods used to evaluate E&T programs in the past; the case for applicant-based comparison groups (desired qualities in a nonexperimental estimation technique, potential nonparticipant comparison groups, the history of applicant-based comparison groups, and the regression discontinuity model for screen-out-based impact analysis); estimating program effects in the Aid to Families with Dependent Children Homemaker-Home Health Aide Demonstrations; testing alternative estimates for selection bias (classical and Bayesian approaches to model validation); and summary and recommendations (the rationale for applicant-based comparison groups, empirical estimates using alternative applicant-based comparison groups, and specifying validation tests). Appended is information about the following: construction of grouped data, regression procedures, tests for proven bias in nonexperimental impact estimates in the study of voluntary versus mandatory programs, and upper and lower bounds on the risk function. Contains 24 tables/figures and 141 references. (MN)

ED 386 602   CE 069 902

Gordon, Howard R. D.; And Others
Assessment of Personal Development Skills and Participation of
  VICA Members in West Virginia.

groups has changed somewhat. White females' ratings, which yielded the lowest correlations with the census data in the earlier cohort, improved the most. These conclusions suggest that the racial and gender structure of high status occupations has an accurate representation in the perception of these two cohorts of students, and that there has been only modest change in accuracy over time. (JBJ)

ED 386 621 CG 026 423

Benham, J. Michelle
Fostering Self-Motivated Behavior, Personal Responsibility, and Internal Locus of Control in the School Setting.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Adolescents; Child Development; Educational Environment; Elementary School Students; Elementary Secondary Education; High School Students; *Locus of Control; *Motivation; Public Schools; *Self Esteem; *Self Motivation; Socioeconomic Status; Student Responsibility

Several decades of research has demonstrated that students' perceptions about the amount of control they have over academic successes and failures contribute significantly to school performance. This paper reviews research studies that have investigated locus of control and causal attribution in the school setting. Suggestions are made for utilizing the information to foster the following traits in school aged children and adolescents: (1) self-motivated behavior; (2) personal responsibility; and (3) internal locus of control. The essay also discusses how these concerns are addressed by counseling literature. Contains 80 references. (SR)

ED 386 622 CG 026 425

Turner, Barbara F.; Turner, Castellano B.
Exemplars, Prototypes, and Gender Stereotypes for Persons Varying in Age.
PUB DATE- Aug 92
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *College Students; Ethnicity; Interpersonal Competence; *Labeling (of Persons); Questionnaires; Self Concept; *Sex Stereotypes; *Student Attitudes
IDENTIFIERS- Bem Sex Role Inventory

The extent to which people use exemplars and prototypes when asked to employ a gender stereotype scale to rate characteristics of targets varying in age, race, and gender is explored in this study. The sample consisted of 324 graduate and undergraduate students ranging in age from 19 to 68 with a mean of 29 years, 74% were women and 81% were white. The Bem Sex-Role Inventory (BSRI) was used to rate an individual from 1 of the 12 target groups categorized by race, gender, and age. Subjects assigned a target group that was not categorized by race were asked to specify the race or ethnicity of the person(s) they had in mind when taking the BSRI. Results showed pragmatic value for labeling and placement of individuals into special programs. Contains six references. (JBJ)

ED 386 641 CG 026 459

Lichtenberg, James W.; And Others
Relational Control and Relationship Quality in Psychotherapy.
PUB DATE- 15 Aug 95
NOTE- 31p.; Paper Presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Counseling Techniques; Counselor Attitudes; Counselor Characteristics; *Counselor Client Relationship; Higher Education; *Psychotherapy; Social Behavior; *Therapeutic Environment

Certain interactional theorists propose that for counseling/psychotherapy to be effective, the therapist must control the definition of the therapy relationship. Although the relationship between patterns of relational dominance/control in counseling and counseling outcome seems reasonably well established, little is known of the relationship between dominance (as a process variable) and measures of relational quality (e.g., evaluations of "therapeutic alliance" and of session depth and smoothness). The purpose of this study was to investigate the nature of relational dominance within and across psychotherapy cases to investigate its relation to relationship quality. Interview transcriptions and therapy process ratings of seven full-length psychotherapy cases served as the basis for this study. Cases ranged from 12 to 20 sessions. The results did not evidence a consistent relationship between relational dominance and any of the relationship quality measures (whether rated by client or therapist). Results suggest that relational dominance/control is not a significant factor in client or therapist evaluations of the quality of the therapeutic relationship. Therapist control of the definition of the therapy relationship appears to neither enhance nor detract from the participants' evaluation of their working alliance or of the depth and smoothness of their sessions together. Includes extensive graphs and charts. Contains 48 references. (Author/JBJ)

ED 386 642 CG 026 461

Schmidt, Portia Ann Marie
Helping Teen Mothers Make Positive Choices Thereby Reducing Suspensions through a Curriculum for Conflict Resolution/Peer Mediation.
PUB DATE- 24 May 95
NOTE- 111p.; Educational Specialist Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Behavior Change; *Behavior Development; Behavior Modification; Behavior Problems; *Conflict Resolution; Counseling; Curriculum Development; *Dropout Prevention; Early Parenthood; Interpersonal Communication; *Mothers; Parent Child Relationship; Parent Participation; *Peer Counseling; Pregnancy; *Pregnant Students;

development; "patterns of co-occurrence," or associations of one at-risk domain with other at-risk behaviors; "at-risk behaviors"; and "the dynamics of prevention." The findings of this study lead to the conclusion that a community-wide commitment to positive youth development is necessary. Each sector of the community must foster the development of all children and youth, coordinate efforts to reduce deficits in the lives of children, and provide information and treatment services for youths and their families enmeshed in at-risk behaviors. It is recommended that parents and families support and encourage children in positive directions, that educators personalize schools and emphasize positive values, and that youths strive to change norms for drug and alcohol use and violence. Appended is the Item index for Iowa Youth Survey.

ED 386 664 CG 026 493

Crime Prevention Starts at Home! Setting the Stage for Community Action To Prevent Violence and Other Crimes.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- Oct 95
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; *Community Programs; Crime; *Crime Prevention; *Law Enforcement; Neighborhood Improvement; Police Community Relationship; Social Responsibility
IDENTIFIERS- Crime Detection

Crime prevention works. This simple fact is often forgotten in the ongoing debate over crime and its causes. Prevention works when individuals take common-sense actions to protect themselves, their families and property. The theme from Crime Prevention Month 1995 goes back to these basics: good home security, self-protection skills for kids and adults, drug prevention, and Neighborhood Watch. This guide offers event and program ideas, along with resources that focus primarily on the following issues: media violence, drug prevention, gun violence, safety for children at home and school, domestic violence, neighborhood organizing, sexual assault, conflict management and community service. Organizational tips and practical tools include ideas on how to: work with area law enforcement agencies, schools, businesses, religious organizations, colleges and universities, and print and broadcast media to promote crime prevention. Camera-ready brochures, articles, posters and activity sheets included in the back of the guide can be used throughout the year to energize and rejuvenate crime prevention programs. Use of items that feature logos of McGruff the crime dog and his nephew Scruff is recommended to help enrich crime prevention programs. A list of products and their descriptions is included, along with other selected resources from the National Crime Prevention Council. (KW)

ED 386 665 CG 026 494

Sexual Harassment: An Abuse of Trust. A Report on a Statewide Survey of Sexual Harassment in Iowa High Schools.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- Apr 94

*Word Study Skills
IDENTIFIERS- Emergent Literacy; *Words
Based on the research on invented and developmental spelling, this book provides a practical way for teachers to study words with students. The framework of the book is keyed to the five stages of spelling or orthographic development so that it complements the use of any existing phonics, spelling, and vocabulary curriculums. The book presents more than 300 word study activities which are set up to follow literacy development from emergent to more mature, specialized stages. Often presented in a game-like format, these activities are actually mini-lessons that draw upon what students concurrently are learning in developmental reading and writing. Chapters in the book are (1) How Words Are Learned; (2) Words and the Development of Orthographic Knowledge; (3) Getting Started: The Assessment of Orthographic Development; (4) What Is Word Study?; (5) Word Study for Emergent Learners in the Preliterate Stage; (6) Word Study for Beginners in the Letter Name Stage; (7) Word Study for Transitional Learners in the Within Word Pattern Stage; and (8) Word Study for Intermediate and Specialized Readers and Writers in the Syllable Juncture and Derivational Constancy Stages. Contains 107 references. A 109-item glossary and a 74-item list of children's literature for word study are attached. (RS)

ED 386 686   CS 012 244

Crawley, Sharon J.; Merritt, King
Remediating Reading Difficulties. Second Edition.
PUB DATE- 96
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Decoding (Reading); Elementary Education; Informal Reading Inventories; Oral Reading; Parent Participation; Reading Comprehension; Reading Diagnosis; *Reading Difficulties; *Reading Improvement; *Reading Strategies; *Remedial Reading; Self Concept; Study Skills; Vocabulary Development
Designed as a concise, easy-to-read, easy-to-use guide, this book provides suggestions for remediating aspects of a student's reading disability as diagnosed through an experienced teacher's observations and through the use of an Informal Reading Inventory. The book contains teaching ideas specifically designed for handling a wide range of reading difficulties, including problems with initial reading, word attack, comprehension, oral reading, study skills, and affective areas. Chapters in the book are: (1) Improving Letter Recognition; (2) Improving Sight-Word Knowledge; (3) Improving Decoding Skills: Phonics; (4) Improving Decoding: Structural Analysis; (5) Improving Decoding: Using Context; (6) Improving Vocabulary; (7) Improving Comprehension; (8) Improving Metacognition; (9) Improving Fluency; (10) Decreasing Reversals; (11) Decreasing Omissions; (12) Decreasing Substitutions; (13) Decreasing Nonpronunciations; (14) Decreasing Repetitions; (15) Decreasing Insertions; (16) Decreasing Faulty Habits; (17) Adjusting Reading Rate; (18) Skimming and Scanning; (19) Memory Aids; (20) Improving Self-Concept; (21) Developing Interests in Reading; and (22) Suggestions for Parents. Appendixes present lists of sight-word, award-winning books, commercially available materials, multimedia materials, and publishing companies. Appendixes also

determined to exist. In addition, the following readability tests were applied to the math portion of the ONGPT Practice Test: Flesch-Kincaid, Coleman-Liau, Bormuth, and Flesch Reading Ease. The results from these readability tests contradicted the results from the reading and math scores. Although the readibility results were not what was expected, reading ability did appear to have some effect on math scores on the ONGPT. (Author/RS)

ED 386 704 CS 012 262

Assink, Egbert; Kattenberg, Goran
Phonological and Orthographic Cues in Reading Disabled Children.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cues; Elementary Education; Foreign Countries; *Low Achievement; Phonology; *Reading Achievement; *Reading Difficulties; Reading Research
IDENTIFIERS- *Nonwords; Orthography

Besides phonological information, printed words also contain visual, semantic, orthographic and often also syntactic cues. Skilled readers have acquired the command of this variety of cues incidentally, as a consequence of language development. Two naming task experiments assessed the effect of congruent versus incongruent phonological or orthographic cues preceding the presentation of a target word or pseudo word. Subjects were 21 poor readers (mean age 11;1 years) and 21 reading matched controls (mean age 8;9 years). Cues were either congruent or incongruent with the final part (rime) of the target word (experiment 1) or with the initial part (onset plus vowel) of the target (experiment 2). Results indicated that (1) in the rime task, poor readers' performance was more affected by the cue congruence manipulation; and (2) poor readers' deficit primarily became manifest in decoding pseudo words. (Contains eight references. An appendix presents the sample items used in experiment 1 and 3 bar graphs.) (Author/RS)

ED 386 705 CS 012 263

Rieck, William A.; And Others
An Analysis of A-Priori Reading Intervention.
PUB DATE- 9 Nov 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Early Intervention; *High Risk Students; *Instructional Effectiveness; Primary Education; Prior Learning; Program Descriptions; *Reading Programs; *Remedial Reading
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Louisiana

Two studies investigated the effectiveness of the A-Priori reading intervention program, which uses pre-teaching in an effort to provide at-risk students (who qualify for the Chapter cultural experiences. Most recognize the destabilization of their identities for the first time and consequently do not feel comfortable. One American student of Puerto Rican descent finds herself troubled over her ethnicity. Working from a government-type definition of "Puerto Rican," she realizes that she cannot define herself as such, but then after reading an assigned author, she nevertheless concludes the opposite, that she may well be "Puerto Rican." Another student feels a lack of empowerment because she has no definitive ethnic identity. African American students often find it difficult to identify with immigrants and with assimilation models since their ancestors were involuntary immigrants. To help students become more aware of how concepts and paradigms, such as those describing race and ethnicity, come into being, they should become familiar with the thinking, interrogating, and writing of concepts and of representation. Using the framework of postructuralism, students could consider the representation of various cultures rather than that they are autonomous entities with origins. (TB)

ED 386 724 CS 215 020

Pari, Caroline
Discovering the "Blood of My Blood": The Dilemma of an Italian-American in Academia.
PUB DATE- Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Culture Conflict; *Ethnicity; Higher Education; Immigrants; *Italian Americans; Minority Groups; Popular Culture; Psychological Patterns; *Self Concept; *Writing Assignments; *Writing Instruction
IDENTIFIERS- Academic Discourse; Cultural Studies; *Discourse Communities

Richard Gambino's "Blood of My Blood" was of help to a writing instructor coming to terms with the role that her Italian ethnicity played in her life and education. Gambino's understanding of the inner tensions experienced by an individual who must negotiate between two cultures has helped the instructor in teaching working-class and immigrant students. Today's students are involved in cultural conflict. The fear is that, like Gambino, they will get so caught up in becoming American that they will disassociate themselves from their home cultures. Because some of these students may not get to graduate school and read a book like Gambino's (which might help them to keep their cultural identity intact), a pedagogy that critically challenges initiation into academic discourse and empowers students with a critical awareness of their everyday experiences could help. Students need to become cultural critics. Discussions at the beginning of the semester about popular culture and the meaning of American culture allow the students to decide what aspects of popular culture they will cover. As the semester goes on, students might discuss what programs they watch on television, what images they see in magazines, and what they see in their world around them. One semester the students became so engaged by a discussion of representations of men and women in fashion magazines that they especially the large ones, to support innovation, to encourage teacher experimentation, to send teachers to conventions, and to try programs and activities that might engage and teach students. Today, these academic concerns are not always the concerns of administrations; decisions seem increasingly to be money driven rather than pedagogically driven. (TB)

ED 386 743 CS 215 049

Falk, Darrel R.
The Dream, the Proposal, the First Two Years of the Program.
PUB DATE- 3 Dec 94
NOTE- 10p.; Paper presented at the symposium "Collaboration Pays Off: An Advance Program for At-Risk College Freshmen Teaches a Few Lessons to the Students, Faculty, and the Institution," at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994). For related papers, see CS 215 050-051.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Content Area Writing; *Cooperation; Higher Education; *High Risk Students; *Interdisciplinary Approach; Program Descriptions; Program Effectiveness; Summer Programs; *Team Teaching
IDENTIFIERS- *Point Loma Nazarene College CA

Point Loma Nazarene College in San Diego, California, provides special academic support for a small group of its provisionally admitted students through its Program Quick Start, a collaborative, cross-disciplinary project involving the fields of literature and biology. Students meet for up to 5 or 6 hours daily for 5 weeks during the summer as they take a composition course and a biology and bioethics course. Fairly extensive social interaction exists between the professors and the students. The first year of the program involved 14 students disparate skill and motivation levels. The students were excited about learning. The second year, with only seven students, had a similar learning dynamic. The collaboration between a writing course and a biology course lent itself to a synergistic interaction. The learning atmosphere was also enhanced by the fact that one of the two courses had a hands-on lab experience connected to it. Both at the end of the program and 1 year later, students had extremely positive comments about the program. The program also had a pronounced effect on both grade point average and retention. Enforcing required study hours has been difficult, and the transition from the program into the regular freshman year is of concern. It is the program developers' conviction that a program such as Quick Start can help some of these at-risk students begin the journey towards a life of learning and scholarship. (RS)

ED 386 744 CS 215 050

Bowles, Philip David
The Collaboration of Two Professors from Two Disparate Disciplines: What It Has Taught Us.
PUB DATE- 3 Dec 94
NOTE- 23p.; Paper presented at the symposium "Collaboration Pays Off: An Advance Program for At-Risk College Freshmen Teaches a Few Lessons to the Students, Faculty, and the Institution," at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994). For related

PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Southern States Communication Association (65th, New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Classroom Communication; Ethics; Higher Education; Moral Values; *Persuasive Discourse; Rhetorical Theory; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods; Teaching Styles
IDENTIFIERS- *Aristotle; *Rhetorical Strategies

An overlooked framework that allows for clearer understanding of effective teaching is the field of rhetoric. Although the concept has changed over time, Aristotle defines rhetoric as observing the available means of persuasion. These means include ethos, a speaker's credibility; pathos, appeal to emotions; and logos, appeal to reason or arguments. Aristotle's concept of ethos involves persuasion achieved by the speaker's personal character, which makes him believable. There are 3 specific elements that must be demonstrated to employ ethos to the fullest: (1) good will (i.e., caring for students); (2) expertise (i.e., knowing the subject matter); and (3) good character (i.e., demonstrating strong ethics and morals). Persuading through pathos means putting the audience in a certain frame of mind so that the other means of persuasion (ethos and logos) will be most effective. Pathos is the arousing of emotion, such as friendship or kindness, within the targeted audience. Logos, or the appeals to reason, have to do with the arguments, "provided by the words of speech itself." According to Aristotle, the main tools with which to argue logically are enthymeme and example. Each of these Aristotelian concepts, together with "argument from definition" is evident in several specific elements of effective teaching. Finally, the effective teacher must pay attention to her audience, to its needs, its socio-economic background, and its age; in addition, she must think highly of her audience to ensure the highest performance on her part. (Contains 21 references.) (TB)

ED 386 762 CS 509 018

Kuwahara, Yasue
Perspectives in Teaching: Submerged Voices in the Classroom: A Japanese in America: What Can She Do?
PUB DATE- Apr 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Cultural Background; *Cultural Differences; Cultural Images; Ethnocentrism; Foreign Students; Higher Education; *Intercultural Communication; Japanese Americans; Multicultural Education; Sex Role; Teacher Effectiveness; *Teacher Student Relationship
IDENTIFIERS- Bowling Green State University OH; *Nonnative Speakers

During the past 10 years, a Japanese instructor at an American

ED 386 781 CS 509 058

Sondak, Norman E.; Sondak, Eileen M.
Video Conferencing: The Next Wave for International Business Communication.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Conference on Language and Communication for World Business and the Professions (14th, Ypsilanti, MI, April 6-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Communication; Computer Networks; Higher Education; *Interactive Video; *International Communication; Planning; *Teleconferencing; Training
IDENTIFIERS- *International Business

This paper suggests that desktop computer-based video conferencing, with high fidelity sound, and group software support, is emerging as a major communications option. Briefly addressed are the following critical factors that are propelling the computer-based video conferencing revolution: (1) widespread availability of desktop computers interconnected on local area networks; (2) new domestic and international digital communications options and support; (3) integrated groupware and communications protocols for visual and audio communication; and (4) management's readiness to accept video conferencing as a way of increasing staff productivity. Products and services available for desktop video conferencing are discussed and problems facing the business communicator when planning, developing, and implementing video conferencing systems in business are examined. There is a significant requirement for education and training to make effective use of this new media for business communication. It is concluded that training and planning take on a new role with business video conferencing. Contains 19 references. (Author/RS)

ED 386 782 CS 509 059

Waldman, Lila
Communication between United States-Based Firms and Mexican Production Facilities.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (14th, Ypsilanti, MI, April 6-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Communication Problems; Communication Research; Communications; Foreign Countries; Occupational Surveys; *Professional Training
IDENTIFIERS- Communication Strategies; International Business; *Mexico; *United States

A study examined the types of communication technologies being used by United States-based corporations with operations in Mexico to determine the challenges these companies face when communicating across the border. A total of 703 U.S. corporations doing business with Mexico (culled from lists in two professional directories) were chosen for the study. Of these, 100 agreed to participate and were surveyed by mail; 67 firms answered the survey. Questions were asked about plant facilities, years of operation in Mexico, number of employees, and execution, are presented. One vignette describes a simulated-problem project on technology, and the second details an authentic-problem project. Finally, reflections are offered regarding the roles of instructors and the challenges encountered in using a PBL approach in educational-administration programs. Problem-based learning is based on the following premises: (1) The starting point for learning is a problem; (2) the problem is one that students are likely to face as professionals; (3) students need knowledge organized around problems rather than disciplines; (4) students, individually and collectively, are responsible for their own instruction and learning; and (5) most of the learning occurs within the context of small groups other than lectures. (Contains 29 references.) (LMI)

ED 386 801 EA 027 012

Bearden, Donna; And Others
Effective Schools: Is There a Winning Combination of Administrators, Teachers, and Students?
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Environment; *Effective Schools Research; Elementary Secondary Education; *Organizational Climate; Public Schools; *School Effectiveness
IDENTIFIERS- *Dallas Independent School District TX

As one of the largest school districts in the country, Dallas faces unique challenges in improving education and has developed a system for ranking schools based on achievement outcomes. This paper presents findings of a study that compared groups of effective and ineffective Dallas public schools in order to identify factors for success. Data were gathered from a districtwide survey of 1,860 teachers at effective schools and 1,629 teachers at ineffective schools; a comparison of demographic data from 52 K-6 elementary schools (26 effective and 26 ineffective); observations; and interviews with all principals. Findings indicate that there were no differences between effective and ineffective schools in ethnicity or percentages of special populations; however, large schools tended to be ineffective. Effective schools were characterized by: (1) principals' willingness to hold teachers accountable; (2) staffs' high expectations for students; (3) emphasis on student responsibility; (4) a cohesive staff; (5) quality teachers and instruction; (6) preventative control of environment; (7) flexible school organization; and (8) a sense of community. Ten tables are included. The appendix contains the observation instrument. (Contains 13 references.) (LMI)

ED 386 802 EA 027 013

Hallak, Jacques, Ed.; Caillods, Francoise, Ed.
Educational Planning: The International Dimension.
PUB DATE- 95
NOTE- 307p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)

Change Process and Educational Reform" by Val D. Rust, the four papers in part 1 are devoted primarily to conceptual issues related to educational reform. They include: (1) "Problems of Educational Reforms in a Changing Society" (Torsten Husen); (2) "Language and History: A Perspective on School Reform Movements" (Sol Cohen); (3) "The Failure of Reform and the Macro-Politics of Education: Notes on a Theoretical Challenge" (Hans N. Weiler); and (4) "Conceptual Issues in 'Educational Reform': Ideology, the State, and the World Economic System" (Mark B. Ginsburg and Susan F. Cooper). The papers in part 2 focus on the role of the state in educational reform: (5) "Australian Education Inc.: The Corporate Reorganization of Public Education in Australia" (Susan L. Robertson); (6) "Educational System Reform as Legitimation for Continuity: The Case of Brazil" (Francis Musa Boakari); (7) "Educational Reform in Postrevolutionary Iran: A Shift in Policy?" (Golnar Mehran); and (8) "The Spirit of Capitalism and School Reform in America" (Abraham Yogev). Articles in part 3 give special attention to eastern Europe: (9) "Educational Reforms and the Discourse of Democracy in Soviet and Post-Communist Education: Evidence from a Meta-Analysis" (Joseph Zajda); and (10) "Reform in Polish Education" (Krzysztof Kruszewski). Finally, papers in the fourth part look at educational reform as a means of national development in the third world: (11) "Two Perspectives on the Role of Education in Development: The World Bank Versus the African View" (Ernestine K. Enomoto); and (12) "Education and Development Policies of India" (Vipula Chaturvedi and Mahesh Chaturvedi). References accompany each chapter. (LMI)

ED 386 820 EA 027 034

The Pocket Condition of Education, 1995.
PUB DATE- Sep 95
NOTE- 21p.; For the complete 1995 report, see ED 383 119.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Enrollment Trends; Graphs; Higher Education; *Outcomes of Education; *School Statistics

The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report on the status and progress of education in the United States. This pamphlet provides 14 charts that represent a small sample of the 60 indicators contained in the "Condition of Education, 1995" report. The charts present information on the following topics: (1) participation in center-based early childhood programs before kindergarten; (2) immediate transition from high school to college; (3) trends in reading proficiency of 9-, 13-, and 17-year-olds by race/ethnicity; (4) high school mathematics and science course-taking patterns; (5) transition from high school to work by race/ethnicity; (6) activities of 1990 2-year college students; (7) international comparisons of educational attainment; (8) welfare recipiency by educational attainment; (9) elementary and secondary school enrollment; (10) student mobility; (11) crime in schools; (12) national index of public effort to fund education; (13) teacher salaries; and (14) teacher literacy. (LMI)

ED 386 821 EA 027 035

Overview of Public Elementary and Secondary Schools and Districts: School Year 1993-94. Statistics in Brief.
PUB DATE- Sep 95

appendix provides reproducible forms. (Contains 16 references.) (DB)

ED 386 839 EC 304 228

Turchi, R. Jeanette
College Success: A Handbook for Students with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 30 Sep 94
NOTE- 40p.; In: EASE Project: Equal Access for Students to Education and Experience. Final Report; see EC 304 225.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; *Assistive Devices (for Disabled); Community Colleges; *Disabilities; Higher Education; Individualized Education Programs; Personal Autonomy; Student Development; *Student Personnel Services; Student School Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Mesabi Community College MN

This handbook for students with disabilities was developed as part of the EASE (Equal Access for Students to Education and Experience) Project at Mesabi Community College in northeastern Minnesota. After an introductory letter from the Project Director, there is a statement on the college philosophy and commitment to students with disabilities and suggestions for getting started in college. Next, the role of the Individual Education Plan in working towards an Associate in Arts Degree is discussed, along with the possibility of developmental educational classes, special accommodations, and tutoring. Support services for students with disabilities in general and for students with visual impairments, hearing impairments, learning disabilities, physical impairments, and psychological disabilities in particular are outlined. Suggestions for accessing the following accommodations are provided: test accommodations, final examination accommodations, interpreting service, notetakers, taping of lectures, duplicating, proofreading, writing, taped textbooks, priority registration, enlarged print, and special equipment/special computer software. The next section of guidelines for the student is on time management, stress management, and personal responsibility. Remaining sections provide a definition of "disability," consider disabilities and the law, list local service agencies, and present a map of the college. (DB)

ED 386 840 EC 304 229

Turchi, Jeanette
Students with Disabilities: A Resource Guide for Mesabi Community College.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 30 Sep 94
NOTE- 60p.; In: EASE Project: Equal Access for Students to Education and Experience. Final Report; see EC 304 225.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accessibility (for Disabled); Access to Education; *Assistive Devices (for Disabled); *Classroom Techniques;

aspects of curricular tools for successful transition from school to work for students with disabilities provides a brief discussion of the topics addressed in the full report, including: (1) the foundation for transition, including the goals and target populations; (2) a review of transition-related curricular issues (general curricular models, a proposed model and supporting literature, selected curricular offerings, and practices which impact on the effectiveness of transition services); (3) areas of need for curricular tools; (4) guidelines for the development of quality curricular tools; and (5) barriers to quality curricular tool use and development. The proposed model focuses on individualized skill building in the academic, social, vocational, and independent living areas, with skills characterized as either first-order (core) skills, higher-order skills, or goal-specific skills. The conclusion urges focusing on self-determination as the main educational goal. (Contains approximately 130 references.) (DB)

ED 386 859   EC 304 248

Bailey, Don; And Others
Research Synthesis on Early Intervention Practices. Technical Report No. 11.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 6 Jun 94
NOTE- 150p.; For two individual papers, see EC 304 293-294.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; Computer Assisted Instruction; Computer Software; *Disabilities; Early Childhood Education; *Early Intervention; Educational Media; *Educational Practices; *Educational Quality; *Educational Technology; Interactive Video; Play; Television; *Toys; Videotape Recordings
IDENTIFIERS- Developmentally Appropriate Programs

This synthesis of the research literature on early intervention for young children with disabilities focuses on factors that contribute to quality, and then reviews what is known about two types of tools for young children with disabilities: toys and technology. It begins by examining current perspectives on quality education for all children, which is then extended to quality perspectives unique to children with disabilities. It addresses the current debate regarding the relevance of "developmentally appropriate practice," summarizes what is known about effective early intervention practices, and argues that the legitimacy of early intervention is well-established both legally and in the research and practice arena. The next chapter reviews the literature on toy play in infancy and early childhood. It outlines a set of guidelines for parents and professionals to select the most appropriate toys for young children, including suggestions for adapting toy play for young children with special needs. The third chapter (Patsy L. Pierce) looks at technology integration into early childhood curricula. It discusses three major types of technology--television, videos/interactive videodisc, and computers and software--in terms of how the technology is used, its impact on developmental domains, and suggestions for improved development and use with very young children. Assistive technology options are also described. (Each chapter contains extensive references.) (DB)

ED 386 860   EC 304 249

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Style; Educational Practices; *Educational Strategies; Elementary Education; Elementary School Teachers; *Holistic Approach; Inner City; *Inservice Teacher Education; *Instructional Improvement; Laboratory Schools; *Learning Disabilities; *Low Achievement; Teacher Workshops; Teaching Methods; Urban Education
IDENTIFIERS- District of Columbia

A 5-day workshop for staff of an inner city school addressed the teaching approach of the Lab School of Washington (District of Columbia) and covered the nature of learning disabilities (LDs), tools to identify unique learning styles of students, and innovative teaching methods for all students with and without LDs. Eighteen elementary mainstream teachers from Martin Luther King, Jr. Elementary School (Washington, D.C.) and 2 administrators attended a 1-week workshop focusing on the application of teaching techniques designed for students with severe LDs to students who do not have a specific LD but might be academically unsuccessful because of lack of motivation and a history of failures. Special emphasis was placed on teaching content through multisensory methods, a holistic approach to language arts, infusing a wide range of art activities into the teaching of academic subjects, and understanding the model of multiple intelligences developed by Howard Gardner. Teachers had opportunities to observe summer classes for learning disabled and the "Academic Club" approach pioneered by Sally Smith. The teachers expressed a high degree of satisfaction with the workshop and interest in continued association with the Lab School and more workshops during the academic year, specifically additional instruction on the concepts of task analysis and diagnostic-prescriptive teaching. Appendices include: workshop topics, a teacher role questionnaire, and the Theoretical Orientation to Reading Profile. (SW)

ED 386 877   EC 304 267

Hock, Michael; Boltax, Richard
Improved Collaboration, Less Paperwork: Vermont's New Family Centered IEP Process.
PUB DATE- 8 Apr 95
NOTE- 16p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Educational Cooperation; *Educational Practices; Elementary Secondary Education; *Individualized Education Programs; *Parent Participation; Program Improvement; Special Education; *State Standards; Student Evaluation; Student Needs; *Teamwork
IDENTIFIERS- *Vermont

This paper first compares Vermont's old Individualized Education Plan (IEP) which was designed primarily to insure legal compliance with the new family-centered IEP. It then describes the new IEP. Vermont's new family-centered IEP process emphasizes increased collaboration, reduced paperwork, and legal compliance. Three questions serve as a focus for the process. The first concerns what is known about the student, including level of performance and students' strengths and needs. The second question involves the types of special

(055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Disorders; Behavior Problems; *Behavior Rating Scales; *Classroom Observation Techniques; Decision Making; *Disability Identification; Elementary Education; High Risk Students; Psychometrics; Referral; *Screening Tests; Student Evaluation

This kit presents the Systematic Screening for Behavior Disorders (SSBD) as a tool to identify behavior disorders in elementary-aged students. The SSBD procedure is a three-stage, multiple-gating mass screening system. In the first stage the teacher systematically ranks all students according to either externalizing or internalizing behavioral profiles. In the second stage, the three highest ranking students from each of the two dimensions are evaluated by the teacher using two rating scales. In the third stage, any students identified by stage 2 criteria are further evaluated by another school professional using structured observation and recording procedures in both the classroom and playground settings. Students who exceed stage 3 cutoff scores are referred to child study teams. The kit contains a user's guide and administration manual, a technical manual reporting psychometric properties of the SSBD, an observer training manual, and multiple copies of the screening instruments. The user's guide and administration manual addresses the following topics: implementation and administration procedures; instrument score calculation procedures; decision-making criteria and procedures; recommended additional measures; school applications of the procedure; and recommendations and resources for designing interventions for identified students. (Contains more than 100 references.) (DB)

ED 386 895 EC 304 288

Mattson, Beverly
Models of Personnel Needs Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Regulation; Models; *Needs Assessment; Postsecondary Education; Professional Continuing Education; *Professional Development; *Special Education; *Staff Development; Teacher Education; Training Objectives
IDENTIFIERS- *Comprehensive System of Personnel Development; Individuals with Disabilities Education Act; Rehabilitation Act Amendments 1992

This report presents samples of models and strategies for determining professional development needs of special education personnel. The following areas are covered: definitions of needs and the needs assessment process; personnel needs assessment regulations under the Comprehensive System of Personnel Development, the Individuals with Disabilities Education Act, and the Rehabilitation Acts; steps in conducting a needs assessment; guidelines for sampling; features of various needs assessment models, including definitions, data sources, steps for implementation, and examples; aspects of a comprehensive needs assessment process including an example cultural references; suitability of sound and graphics; quality of student instructions; quality of teacher documentation; feedback to student; recordkeeping capabilities; and communicative uses suggested. The form should be brief and concise. In addition, teachers need to be trained in critical software evaluation that reflects targeted subject areas and teaching methodologies. A sample form is included here, with specific questions for the evaluator to ask about the materials and format. (Contains 11 references.) (MSE)

ED 386 914   FL 022 794

Halmari, Helena
The Organization of Episode Structure in Finnish/Finnish and Finish/Anglo-American Business Telephone Conversations: An Intercultural Perspective.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Business Communication; *Cultural Differences; Foreign Countries; *Intercultural Communication; Interpersonal Competence; Language Patterns; Speech Acts; Structural Analysis (Linguistics); *Telephone Communications Systems; Verbal Communication
IDENTIFIERS- *Conversational Analysis; *Finnish Speaking; Small Talk; Topicalization (Language); Turn Taking

Based on the idea that linguistic competence depends ultimately on knowledge of the culturally determined norms of language use, this paper focuses on the way business-related telephone conversations between Finns and Anglo-Americans are organized, with special attention to differences in the way the opening "How are you?" sequence is understood by each culture. The subject is examined in terms of the "episode structure" developed by J. Neu (1985). In business conversations, there are three basic episodes: opening (some sort of greeting); business (main topic with optional side sequences); and closing (which may include a recapitulation of what was decided in the business episode). It is in the non-topical sequence that follows the opening that Finnish and Anglo-American expectations differ most, with the Finns understanding the initial "How are you?" as a genuine question and replying accordingly and the Anglo-Americans expecting only the briefest formality before starting in on the "business episode." It is concluded that organizing conversations according to mutual expectations would facilitate the flow of communication in international encounters. (Contains 15 references.) (LR)

ED 386 915   FL 022 807

Ho, Dah-an, Ed.; Tseng, Chiu-yu, Ed.
International Symposium on Chinese Languages and Linguistics Proceedings (4th, Taipei, Taiwan, July 18-20, 1994).
PUB DATE- 94
NOTE- 511p.; Partial funding provided by the National Science Council, Republic of China.
LANGUAGE- Chinese; English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Affixes; *Chinese; Contrastive Linguistics; Diachronic Linguistics; *Dialects; Discourse Analysis; English; Foreign Countries; Grammar; Interpersonal Communication;

Development; *Time Factors (Learning); Young Children

Guidelines are offered for teachers with pupils whose native language is other than English. They are presented in the form of eight principles and related classroom practices, derived from current thinking and research on second language learning and culturally sensitive instruction. The principles are: (1) bilingualism is an asset and should be fostered; (2) there is an ebb and flow to children's bilingualism, and it is rare for the languages to be perfectly balanced; (3) there are different cultural patterns in language use; (4) for some bilingual children, code-switching is a normal language phenomenon; (5) children learn second languages in many different ways; (6) language is used to communicate meaning; (7) language flourishes best in a language-rich environment; and (8) children should be encouraged to experiment with language. (Contains 15 references and lists of reports and videos available from the National Center for Research on Cultural Diversity and Second Language Learning.) (MSE)

ED 386 933 FL 023 244

Davis, James J.
Experimenting with Adult Second Language Learners: A Case with Spanish Language at Northwestern High School in Prince George's County, Maryland.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Classroom Techniques; Continuing Education; *Course Content; Course Descriptions; Course Organization; Grammar; *Instructional Materials; *Notional Functional Syllabi; Second Language Instruction; *Second Languages; *Spanish; Student Attitudes; Textbook Selection
IDENTIFIERS- Prince Georges County Public Schools MD

An adult continuing education course in introductory Spanish is described. In planning the course, special attention was given to making course objectives realistic for the target population; rather than undertake a traditional college-level syllabus, academic and grammar-oriented in nature, the course was designed to provide students with basic communicative skills in Spanish. Grammar instruction is de-emphasized; for example, only the present tense is employed in the textbook used, and no grammar terminology is taught overtly in class. The functional-notional approach was selected as the most appropriate for adult learners. Some students initially resisted this approach, preferring a traditional grammar-oriented one. The once-a-week, 2-hour class and irregular attendance made classroom continuity difficult, and pronunciation was not easy for the adult students to grasp. However, the older learners' creative abilities and thoughtful approach to language learning were found to be instrumental in their acquisition of language skills and confidence. Suggested adjustments for such a course in future would be incorporation of some traditional grammar exercises in the textbook. (MSE)

ED 386 934 FL 023 245

A Study of the Availability & Costs of Training and Certifying School Interpreters and Transliterators. Legislative Report.
SPONS. AGENCY- Minnesota State Board of Education, St. Paul.
PUB DATE- Jan 95

(141)
DESCRIPTORS- Articulation (Education); *Curriculum Design; Educational Policy; Elementary Education; Evaluation Methods; *FLES; Higher Education; Instructional Effectiveness; Instructional Materials; Interviews; *Japanese; Language Proficiency; *Language Tests; Material Development; Parent Attitudes; Policy Formation; Professional Development; Program Descriptions; Program Design; Program Evaluation; Program Implementation; Second Language Instruction; *Second Language Programs; Student Attitudes; Surveys; Teacher Attitudes; Testing; Uncommonly Taught Languages
IDENTIFIERS- University of Pittsburgh PA

The report describes the implementation and continuing documentation of a Japanese second language program in a laboratory elementary school at the University of Pittsburgh (Pennsylvania). The structure of the curriculum and instructional strategies used are described for each of the program's 2 years, and results of student assessments and surveys of students, parents, and teachers are discussed. Adjustments made in the program's second year in response to issues arising in the first year are also noted. Documentation instruments, data collection procedures, and results are also detailed, including vocabulary testing, oral interviews, learner questionnaires, teacher assessments of students' language development, parent questionnaires, and reflections of the Japanese teacher and other primary teachers in the school on the effects of the program. From these results, implications are drawn for policy formation, the role of the program in the school's culture, curriculum and materials development, articulation, and the utility of current Japanese proficiency measures. (MSE)

ED 386 955 FL 023 272

Preece, Robert
IELP Guide for Visual Arts Students.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Applicants; College Students; Curriculum Design; Educational Opportunities; *English (Second Language); *Foreign Students; Higher Education; Information Needs; Information Seeking; *Intensive Language Courses; *Language of Instruction; Program Descriptions; Recreational Activities; Second Language Programs; Student Needs; Study Abroad; *Visual Arts
IDENTIFIERS- *Pennsylvania (Philadelphia); *Temple University PA

This guide is designed for foreign students in the visual arts fields studying at Temple University (Pennsylvania) through its intensive English language program (IELP). It focuses on the practical information needed by students to make educational and personal decisions. The first two sections outline various educational opportunities in the arts both at Temple University and at other institutions in the United States, including opportunities for study outside the United States. Such issues as program design, school rankings, alumni networks, tuition, information sources, academic progress, transferring between schools, and majors are discussed. The third section offers practical information about applying to schools, including the role of portfolios, language test scores, and oral language requirements. Visual arts study opportunities for Temple

1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; College Environment; *College Faculty; Collegiality; Departments; Higher Education; Identification (Psychology); *Institutional Research; Interprofessional Relationship; Models; *Organizational Climate; Peer Relationship; Role Perception; *Socialization; Subcultures; Teacher Attitudes; *Teacher Orientation; Teacher Role; Teaching (Occupation); Theories; Work Environment
IDENTIFIERS- *AIR Forum

A four-stage model was tested to examine the processes by which new faculty became members of three academic departments within a higher education institution. Attention was directed to the ways in which different academic subcultures select and socialize new faculty and the degree to which identity and role orientation are carried over, or adjusted, by new faculty. The four stages of the conceptual model involved: the pre-arrival stage, including the individual's pre-dispositions before entering a new setting; the encounter stage, including an individual's preconceptions formed during recruitment and selection; the adaptation stage, including the external socialization processes and the initiate's identification with the organization; and the commitment stage, including the extent to which the norms and values of the local culture are assimilated by new organization members. Survey and interviews completed by current faculty were used to assess institutional culture, perceptions regarding the subcultures, and the work climate in the three departments. New faculty completed a portion of the survey specifying the relative importance of various academic tasks. The model accurately delineated the process factors involved in the entry period and predicted two enculturation responses. For each stage, theoretical propositions are identified, along with process dimensions and developmental tasks. (Contains 21 references.) (SW)

ED 386 974   HE 028 555

Palmer, Barbara H.
Lesjes van de Nederlanders: Little Lessons from the Dutch to Promote Educational Quality. AIR 1995 Annual Forum Paper.
SPONS. AGENCY- North East Association for Institutional Research.
PUB DATE- May 95
NOTE- 27p.; Support was also provided by the Louis, Frances and Jeffrey Sachar Fund at Brandeis University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Administrator Attitudes; *Educational Assessment; *Educational Quality; Foreign Countries; Government Role; Government School Relationship; Higher Education; Institutional Autonomy; *Institutional Research; Models; Quality Control; Student Attitudes; Teacher Attitudes; *Total Quality Management
IDENTIFIERS- *AIR Forum; Continuous Quality Improvement; *Netherlands

This study explored quality assessment and accountability in students and included such possibilities as: continuing their education, transferred to another institution, working, or both working and attending school. Information is provided on the type of institution to which students transferred and reasons for leaving. Additional follow-up focused on 58 transfer students to two local community colleges. Tracking of the 2,724 nonreturning graduate level students identified a number of reasons for not returning. Follow-up also was undertaken for graduates who were working full-time and for whom employers confirmed employment, job title, and salary. Information is also provided on average salaries of undergraduates and graduate students for selected majors. Average salaries for male and female Caucasian and African American graduates are also listed. Seven tables present the data. (SW)

ED 386 992 HE 028 573

Pike, Gary R.
Limitations of Using Students' Self Reports of Academic Development as Proxies for Traditional Achievement Measures. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 50p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Rating; *Achievement Tests; Cognitive Ability; *College Students; Higher Education; *Institutional Research; *Self Evaluation (Individuals); Student Evaluation
IDENTIFIERS- *AIR Forum

This study evaluated whether self reports of students' academic development can serve as proxies for achievement test scores from a national assessment of college student learning. The convergent and discriminant validity of self reports and test scores were examined with 1,568 students at four community colleges (n=828) and six four-year colleges and universities (N=740). Data sources were scores on the College Basic Academic Subjects Examination (College BASE) and self reports of cognitive development derived from the specifications for College BASE. Multitrait-multimethod analyses indicated that self reports and test scores developed from the same set of test specifications do measure the same constructs, although the scores from one type of measurement may not be "substitutable" for scores from the other type of measurement. The analyses produced ambiguous results concerning the stability of relationships across different types of institutions. It is concluded that using self reports as general indicators of achievement can be justified, but substituting self reports for test scores cannot be justified based on this study's results. (Contains 45 references.) (SW)

ED 386 993 HE 028 574

Wolverton, Mimi
Q-GAP: A Data Analysis Model for Assessing Program Quality. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).

into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency. The competencies are clustered into the following 12 units: human resource foundations; marketing and business foundations; economic foundations; promotion; risk management; distribution; pricing; financing; product and service development and operations; purchasing; marketing information management; and technology. This guide also includes the following components: (1) an OCAP listing employability competencies; (2) work keys assessments that measure students' applied academic skills; (3) job profiling, a key to the level of applied skills required for the accounting occupation; (4) a total list of academic competencies in communications, mathematics, and science; and (5) a list of academic competencies from the total list that were identified by expert workers as most crucial to the entry-level success of employees in marketing. (KC)

ED 386 547 CE 069 769

Food Management, Production, and Service. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; *Competence; Competency Based Education; *Employment Potential; *Entry Workers; *Food Service; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education; State Standards; Task Analysis; Vocational Education
IDENTIFIERS- *Ohio

This Food Management, Production, and Service Occupational Competency Analysis Profile (OCAP) is one of a series of competency lists, verified by expert workers, that have evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives from throughout Ohio. This OCAP identifies the occupational, academic, and employability skills (or competencies) needed to enter food management, production, and service occupations. The OCAP clusters the competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency. The competencies are clustered into the following 12 units: orientation to food service industry; sanitation and safety; guest relations and service; side work; equipment; nutrition and menu development; pantry management; main entrees; stocks, soups, sauces, and gravies; bakery products and desserts; receiving and storing; and management operations. This guide also includes the following components: (1) an OCAP listing the employability competencies; (2) work keys assessments that measure students' applied academic skills; (3) job profiling, a key to the level of applied skills required for the food management, production, and service occupations; (4) a total list of academic competencies in communications, mathematics, and science; and (5) a list of academic competencies from the total list that were identified by expert workers as most crucial to the entry-level success of employees in food management, production, and service. (KC)

*Educational Needs; *Educational Practices; Educational Technology; Electronic Mail; Group Dynamics; International Trade; Keyboarding (Data Entry); Problem Solving; Program Improvement; Secondary Education; Shorthand; *Teaching Methods; Teamwork; Word Processing
IDENTIFIERS- Georgia; Illinois; *Louisiana; North Carolina

This annual journal contains nine articles dealing with business education in Louisiana and elsewhere. The articles "Word Processing Competencies: Which Ones Are Really Necessary?" (Patricia Lynn Anderson, Mary Alice Griffin) and "English Basics Were Developed in Shorthand--Why Not in Keyboarding?" (Clora Mae Baker, Marcia A. Anderson-Yates, Grace Abolaji) report studies conducted in Georgia and Illinois, respectively. "National Business and Education Skills Standards: Does Business Education Need Them?" (Phyllis C. Bunn) explores the implications of implementing national skill standards. The articles "Active Learning Techniques for Use in the Vocational Education Classroom" (Donna Holmquist) and "E-Mail Principles that Business Teachers Should Include in Their Curriculum" (Marcia L. James, Robert M. Schramm) both provide practical suggestions for classroom teachers. The need for students to understand other cultures is emphasized in "Technology and International Communication" (M. Latif Javed). The articles "Using Teams in Business Communication Classes" (Laura MacLeod, Sandra J. Nelson) and "Enhancing Computer Simulations through Consensual Business Problem-Solving Formats: Impacts of Student Diversity upon Learning Outcomes" (James L. Morrison) present ideas for classroom projects. "Expanding Business Education Programs: Providing a School-Within-a-School" (Rita Thomas Noel) describes one North Carolina business teacher's efforts to improve business education. Several papers contain substantial bibliographies. (MN)

ED 386 566   CE 069 807

Merriam, Sharan B., Ed.
Selected Writings on Philosophy and Adult Education. Second Edition.
PUB DATE- 95
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Education; Adult Literacy; Behavioral Sciences; College Students; Cultural Education; Developing Nations; Economic Development; Educational Objectives; *Educational Philosophy; *Educational Principles; *Educational Theories; Education Work Relationship; Equal Education; Essays; Experiential Learning; Feminism; Foreign Countries; Global Approach; Higher Education; Job Training; Liberal Arts; Lifelong Learning; Literacy Education; Outcomes of Education; Political Power; Political Socialization; School Community Relationship; Self Actualization; Sex Bias; Social Change; Student School Relationship; Womens Education
IDENTIFIERS- Professionalization; United States

This book contains 27 essays on the philosophical foundations of adult education: "Cultural Studies in Adult Education" (Sir Richard Livingstone); "The Conflict in Education" (Robert M. Hutchins); "The Student and the University" (Allan Bloom); "Experience and Education" (John Dewey); "For Those Who Need to Be Learners" (Eduard C. Lindeman); "The Adult, His Society, and Adult Education: An Overview" (Paul Bergevin); "The Design of Education" (Cyril O. Houle); "The Steep and Thorny Way to a

Objectives; Out of School Youth; Secondary Education; Urban
Education; *Youth Employment; Youth Programs
IDENTIFIERS- Global Economy

The current education and training system, which was designed with the goal of putting everyone to work and serving the established industrial order, is based on the principle of sorting people according to judgments of their learning capacity and reserving opportunities to learn the skills required to succeed in a global economy for those individuals sorted into the topmost tracks. The "sort and select" principle has given rise to a set of destructive policies and practices that are impeding efforts to prepare the U.S. work force for a global economy and have high hidden costs. A new educational system is needed that will not only put everyone to work but also make everyone productive. Educators must set high standards and move all students toward those standards by taking the following steps: teach explicitly the constructive model of the nature of development and learning capability; build learners' self-confidence by structuring training and working cultures with rigorous standards; and instruct learners in effective effort. Polaroid Corporation's Inner City, Inc., is an example of how programs based on these principles can help unemployed and underemployed populations in inner cities develop the skills required in a global economy. (MN)

ED 386 584   CE 069 840

Curnan, Susan P.; Melchior, Alan
Moving towards Quality Programs. Defining Criteria for Quality Program Designs Based on Lessons from Research and Experience.
SPONS. AGENCY- Department of Labor, Washington, D.C.; National Youth Employment Coalition, Washington, DC.
PUB DATE- Jul 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Educational Change; Educational Needs; *Educational Quality; Education Work Relationship; *Evaluation Criteria; Job Training; Models; Noncollege Bound Students; Position Papers; Program Design; Secondary Education; Standards; Synthesis; *Work Experience Programs; *Youth Employment; Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982

Research conducted during the Youth Research and Technical Assistance project established that the process of designing effective job training/employment programs for at-risk youth can be framed in terms of the following broad themes: focusing on youth as youth by developing program designs that are appropriate for their age and level of development; connecting work and learning by providing opportunities for youth to develop basic and cognitive skills in a "real world" context; providing opportunities for longer-term sequences of services; and promoting quality in a decentralized system. Among the elements that must be included in a longer-term, comprehensive system of services for youth are the following: flexible entry/exit through a developmental sequence of programs and services; mechanisms to match youth to appropriate services and track their progress over time; community-wide interagency partnerships to provide long-term, comprehensive services; and a variety of program strategies. The following elements are key to promoting quality in a decentralized system: active investment in capacity building and professional development; an assessment system providing accurate information for

PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Benefits; *Individual Development; Leadership Qualities; *Participation; Secondary Education; Skill Development; State Surveys; *Student Organizations; *Vocational Education
IDENTIFIERS- *Vocational Industrial Clubs of America; *West Virginia

A study examined the relationship between students' participation in the Vocational Industrial Clubs of America (VICA) and their mastery of personal development skills. A secondary purpose was to collect baseline data for VICA in West Virginia. A three-part questionnaire was administered to all 156 VICA members who attended the Annual West Virginia VICA State Conference in March 1995. The questionnaire was structured to collect biographical information about respondents, assess their personal development skills, and determine their level of VICA participation. The results were subjected to statistical analysis. Ninety-six percent of the respondents were white, 71% were female, 33% had been VICA members for 2 or more years, and 66% were enrolled in the secondary VICA program. A low positive relationship was discovered between level of VICA participation and perceived development of cooperation ($r = .28$), and a negligible positive relationship was found between level of VICA participation and perceived development of self-confidence ($r=.13$). It was recommended that West Virginia's State Department of Education take the following actions: increase VICA participation rates among minority students; provide more training to enhance VICA members' leadership skills; and give students opportunities to serve in leadership positions in nonvocational organizations. (Contains 19 references.) (MN)

ED 386 603 CE 069 911

Woal, S. Theodore; DuVall, Patricia S.
Career Education--The Early Years. and Let's Get Serious about Career Education for Elementary Students. AACE Bonus Briefs.
PUB DATE- 95
NOTE- 4p.; Woal article reprinted from "The Pennsylvania Counselor" (March 1995). DuVall article reprinted from "California Career Education Association Newsletter" (October 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Awareness; Career Choice; Career Development; *Career Education; Career Exploration; *Educational Needs; Educational Philosophy; Educational Practices; Elementary Education; *Integrated Curriculum; *Learning Activities; School Role

This document consists of two brief articles on career education in elementary school. The first article, "Career Education--The Early Years" by S. Theodore Woal, suggests that elementary school is the time to begin to infuse career education concepts and to correlate and integrate career guidance in the school curriculum. Three activities are suggested for students at this level: (1) "My School Community," a board game that students create representing the school community and showing the industries, businesses, and services within the community; (2) "The General Store," a project that uses language arts, social that respondents are more likely to call a personally known exemplar to mind than a generalized prototype when asked to describe a person of young, middle or old age on a widely used rating scale. Respondents are most likely to use prototypes in describing men and women in their late twenties. Results also showed that when the race of a target is unspecified, white respondents almost invariably assume that the target is white. A table showing the percentages for the identity and image that students had in mind when rating persons of various ages is provided. (SR)

ED 386 623 CG 026 427

Ralph, John H.; And Others
Gangs and Victimization at School. Education Policy Issues: Statistical Perspectives.
PUB DATE- Jul 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Criminals; Elementary Secondary Education; *Fear; Racial Composition; School Security; Suburban Problems; Urban Problems; *Victims of Crime; *Violence
IDENTIFIERS- *Gangs

This issue brief looks at the relationship between gang presence in schools and students' reports of victimization and fear. There is limited data about the causes of either juvenile street violence or school-related crime. Data collected in 1989 and 1993 reveal: (1) minority students living in urban areas are not the only ones who attend schools with gang members--similar numbers of white students and minority students report gangs in their schools; (2) gang presence in schools is strongly associated with increased student reports of victimization and fear; and (3) when gang presence is taken into account, differences in victimization and fear levels decrease between students living in rural, suburban, and urban areas. Three tables present student-reported data on gang presence and experiences of victimization and fear. (JBJ)

ED 386 624 CG 026 429

High School Guidance and Counseling: Suggested Guidelines for School Districts.
PUB DATE- 87
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; *Career Counseling; Career Development; Career Guidance; Counseling Services; Guidance; Guidance Centers; Guidance Objectives; *Guidance Programs; Guidelines; *High Schools; Program Guides; Public Schools; *School Counseling; School Districts; School Guidance; State Curriculum Guides; *State Standards
IDENTIFIERS- *Oregon

This publication was developed to assist school administrations, teachers, counselors, parents and others who are interested in developing guidance programs which meet the needs of adolescents particularly at the senior high school level. It describes the practices, procedures, and forms that Oregon

Secondary Education; Student Behavior; Youth Problems

This program was developed and implemented to resolve conflict among administrators, staff, and students, thereby reducing suspensions in a teen-parent school. Ranging from 12 to 20 years old, the target population was 160 female teen parents. The objectives for the program were for suspensions to be reduced by 15%; that 35% of the students would exhibit a positive attitude and increase their critical thinking skills; that 50% of both teachers and students would increase their knowledge about the process of conflict resolution. A peer mediation design that included strategies such as active listening, problem solving, cooperative group work, role-playing and group discussion was implemented. Attitudinal changes were measured by a pre-post survey while a pre- and post-test measured cognitive knowledge of content. The suspension report from the previous year for the same 12-week period was used to measure effectiveness of the entire program. All objectives of the program measured partial success. Appendixes include suspension reports, attitude surveys, pre/post-test, evaluations, discipline policy, board goals, and letters of recommendation. Contains 16 references. (Author/JBJ)

ED 386 643 CG 026 462

Fullwood, Harry L.; Fournet, Glenn P.
Effects of Chronic Solvent Abuse on Public School Youth.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Drug Education; Grade 8; Health Education; Public Schools; Secondary Education; *Secondary School Students; Self Destructive Behavior; *Substance Abuse
IDENTIFIERS- *Inhalants

School youth have been increasingly involved in the dangerous abuse of volatile inhalants. The basic reason to inhale substances is to reach an altered state of consciousness. The 12-17 and 18-25-year-old age groups had the highest rates of inhalant abuse in 1993. Among eighth graders, almost one in five (19%) said they have used inhalants and 5% reported this use during the past month of the study. School personnel should be aware of the characteristics of students who are inhalant abusers, the types of chemicals used, the paraphernalia required to practice "huffing" and the role professional educators must play to combat this silent epidemic. Information on these topics is provided. (JBJ)

ED 386 644 CG 026 463

Kuther, Tara L.
Adolescents At-Risk: A Literature Review of Problems, Attitudes, and Interventions.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Alcohol Abuse; *At Risk Persons; Child Abuse; Delinquency; Drug Abuse; *High Risk Students; Intervention; Parent Attitudes; Secondary Education; Substance Abuse; Suicide; Vandalism; Venereal Diseases; Violence; *Youth Problems

Adolescence has often been construed as a difficult period in

NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Antisocial Behavior; Conflict; Emotional Abuse; High Schools; *High School Students; *Sexual Harassment; *Social Development; Social Problems
IDENTIFIERS- *Iowa

From sexual name-calling and grabbing to sexual threats, Iowa high school students face situations in their schools that fit traditional definitions of sexual harassment. This report details a first-of-its-kind study of 503 Iowa high school students. Incidents that could be described as harassment are common in Iowa high schools: 19 percent of female students and 8 percent of male students reported ongoing harassment of some kind; 38 percent of females and 26 percent of males reported some repeated exposure to sexual harassment; and 26 percent of females and 28 percent of males reported "one or two exposures" to sexually harassing situations. This means that, collectively, 83 percent of females and 62 percent of males in this study have had at least one exposure to a sexually harassing incident. Projecting these percentages to the entire Iowa high school student population would indicate that 98,300 Iowa high school students have had at least one exposure to a sexually harassing situation as described in this study. Other key findings include the size of the high schools did not affect findings; harassing situations were equally common for younger and older students; and students looked to adults--teachers, counselors, and administrators, to help them deal with sexual harassment. Contains a list of members of the sexual harassment advisory board, the Social Interaction Survey, and the Social Interaction Survey Questionnaire comments. (KW)

ED 386 666 CG 026 495

Duncan, James C.
Spiritual Reading and Its Effects on Human Growth.
PUB DATE- 95
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biblical Literature; Christianity; Development; Literature Appreciation; Reading Attitudes; *Reading Habits; *Reading Interests; *Religion; Religious Factors; *Self Actualization; Theological Education
IDENTIFIERS- *Spirituality

This research study sought to explore the relationship between spiritual reading and its effects on human growth. The emphasis of the study was how participants felt they had grown in their relationship with God through reading. Participants were clergypersons in the Tidewater, Virginia area. The 30 pastors interviewed for this study indicated that reading did help them grow in their relationship with God and in other areas of their lives. Only two respondents stated that a book written by a spiritual master had helped them in their religious growth. Reading tended to be a relationship between the literature and the reader. Therefore, no cause-and-effect relationship could be found between the type of literature and the growth produced. There was no relationship found between any reading and any growth reported. Based on these findings, further research is recommended in many areas of spiritual literature. Included in the recommendations are that research be conducted discuss developing a skills kit, major word-attack generalizations, word lists for word-attack elements, common phonograms, language-experience approach, neurological impress method, kinesthetic method, guidelines for asking questions, and trade books for challenged readers. (RS)

ED 386 687 CS 012 245

Carr, Dorothy; And Others
Improving Student Reading Motivation through the Use of Oral Reading Strategies.
PUB DATE- 1 May 95
NOTE- 238p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; Elementary School Students; High Schools; High School Students; Intervention; *Oral Reading; Program Effectiveness; Reading Aloud to Others; *Reading Attitudes; *Reading Improvement; *Reading Motivation; Reading Research; Reading Strategies; *Student Motivation
IDENTIFIERS- Illinois (Chicago Suburbs)

A study investigated the effectiveness of a program for improving reading motivation and attitudes toward reading. The targeted population consisted of elementary and high school students in three different south suburban communities, located outside Chicago, Illinois. The problems of a lack of reading motivation and poor attitudes toward reading were documented through data from reading attitude instruments, results from reading assignments and programs, and teacher observations. Analysis of the probable cause data revealed that students lacked effective reading models both in their households and in their classrooms. Faculties at the three sites reported a general lack of time spent reading. Also, student surveys indicated inadequate interest in reading. Solution strategies suggested by a review of the professional research, combined with an analysis of the problem settings, resulted in the use of oral reading as an intervention. Strategies included both teacher modeling of effective oral reading and student participation in the activity. Post-intervention data indicated a moderate improvement in students' overall attitude toward reading, and an increase in the students' willingness to read more. At the elementary level, substantial decreases were noted in the amount of time students devoted to watching television or playing video games. The targeted secondary students demonstrated increases in the number of pages they read independently, although this success was a qualified one, as the intervention took additional time to implement. (Contains 44 references, 20 tables, and 28 figures of data. Appendixes present numerous survey instruments, tips for oral readers, quizzes, unit tests, and data.) (Author/RS)

ED 386 688 CS 012 246

Neff, Nancy; And Others
Improving Reading Comprehension at the First Grade Level.
PUB DATE- May 95
NOTE- 88p.; M.A. Research Project, Saint Xavier University. Figures are labeled 3, 4, and 5. There are no figures 1 and 2.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

1 program) with prior knowledge before the regular instruction on the same objectives and topics. In the first study, subjects were a control group of 207 students in the traditional Chapter 1 remedial program and an experimental group of 308 students in the A-Priori program involved in a pilot program in Vermilion Parish, Louisiana. In the second study, subjects were 16 students in a pilot program in St. Landry Parish, who were followed for a 2-year period. Subjects' scores on the California Achievement Test were compared. Results of both studies were similar--no statistically significant differences in subjects' scores were found. Both school districts decided to expand and enlarge the A-Priori program before the completion of the two studies. Teachers and administrators preferred the A-Priori approach. Findings suggest that the A-Priori approach may be valid, but educators should not necessarily expect significant improvement on standardized tests. (Contain 19 references and 5 tables of data.) (RS)

ED 386 706 CS 012 264

Sawin, Gregory, Ed.
Thinking & Living Skills: General Semantics for Critical Thinking.
PUB DATE- 95
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Critical Thinking; *Daily Living Skills; Higher Education; Instructional Effectiveness; *Interpersonal Communication; Persuasive Discourse; *Quality of Life; Schemata (Cognition); Secondary Education; *Thinking Skills
IDENTIFIERS- *General Semantics Paradigm (Korzybski); Writing Contexts

The 37 essays in this collection describe the usefulness of general semantics in different daily situations. After an introduction by Alvin Toffler, "The Relevance of General Semantics," essays in the collection include: "Time-Binding To Build a Fire" (James D. French); "To Be a Poet a Thousand Years Hence" (James Elroy Flecker); "In Pursuit of Safer Driving" and "Can They Persuade You?" (Gregory Sawin); "Silent Knight: Protecting Yourself with Silence" (Dennis Reuter); "Escape from a Frozen Universe: Discovering General Semantics" (Paul Dennithorne Johnston); "The Nine-Dot Problem" (Robert Wanderer); "Writing to Real People" (Andrea Johnson); "Statement of Fact or Statement of Inference" (Ruth Gonchar Brennan); "An Exercise in Reporting" (Ruth McCubbrey); "Do Away with 'To Be'--There, Pupils, Lies the Answer" (E. W. Kellogg, III); "Authority of Words: Uncertainty of Life" (Rachel M. Lauer); "Critical Thinking for Survival in the 21st Century" (Kenneth G. Johnson); "General Semantics and Intercultural Communication" (Mitsuko Saito-Fukunaga); "General Semantics and Cultural Diversity" (Gregg Hoffmann); "Flags, Symbols and Controversy" (Russell Joyner); "On Becoming an Ex-Centric" (Emory Menefee); and "Management of Stress" (Milton Dawes). Three appendixes conclude the collection: (1) "Don't Jump to Conclusions"; (2) "General Semantics Tools"; and (3) "Readings and Resources." (NKA)

ED 386 707 CS 012 265

planned a fashion show for the next class. (Contains 15 references.) (TB)

ED 386 725 CS 215 023

Blau, Susan R.
Discovering Voice through Media Writing.
PUB DATE- 25 Mar 95
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Audience Awareness; Higher Education; *Journalism; *Mass Media; Undergraduate Students; *Writing Instruction; Writing Processes; *Writing Strategies
IDENTIFIERS- Academic Discourse; *Media Writing; *Voice (Rhetoric)

Classrooms are filled with students with confident and vibrant voices, and most educators encourage them to use these voices in their writing. Many of the strategies of the process-centered classroom (peer editing, conferences, workshops, in-house publishing) also encourage students to write in real voices to real readers; however, there is still a credibility gap. Students hear their teachers, but they do not believe them. It is easier and more comfortable to write for an imagined audience in a distant and disengaged voice. After all, those types of papers have always gotten "As." For one instructor, the move from an English department to a communications department 5 years ago was a refreshing change. Instead of the dreaded rhetorical modes or embarrassingly self-conscious essays, students were writing magazine and newspaper articles, film and television scripts, public service announcements and ads--forms that students see, hear, and read, and that are a vital part of their lives. These forms are encouraged as a writing strategy--even in the English department. (TB)

ED 386 726 CS 215 024

Caughie, Pamela L.
The Rhetorical Commitment to Oppositions.
PUB DATE- Mar 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feminism; Higher Education; *Rhetoric; Rhetorical Theory; *Writing (Composition)
IDENTIFIERS- *Composition Theory; *Feminist Criticism; Flynn (Elizabeth Gurley)

So much has been written about feminism and composition that it may seem that there is little left to be said. But one question to ask is what scholars gain by keeping up the debate--that is, instead of asking how feminism relates to composition, what should be asked is why feminism insists on a relation to composition. A look at Elizabeth Flynn's review essay on feminist composition in the February 1995 "College English" is

papers, see CS 215 049-051.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Content Area Writing; *Cooperation; Higher Education; *High Risk Students; *Interdisciplinary Approach; Program Descriptions; Program Effectiveness; Summer Programs; *Team Teaching
IDENTIFIERS- *Point Loma Nazarene College CA

The dynamics of planning together, team teaching, troubleshooting problems, reflecting on and assessing a program's impact on students, and navigating the paths of institutional proposals and approvals together has become a process of professional growth for 2 professors who developed a summer program for provisionally admitted students. Point Loma Nazarene College in San Diego, California, provides special academic support for these students through its Program Quick Start, a collaborative, cross-disciplinary project involving the fields of literature and biology. The only comprehensive volume on university-level collaboration among professors is the ASHE-ERIC Higher Education Report entitled "Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching" (Austin and Baldwin, 1991). Perhaps the best theoretical basis for academic collaboration is that which perceives collaboration as a mechanism by which a new negotiated order emerges among a set of stake holders. Their collaboration resembles "configurational unity," and their team is an example of "ideational unity." These professors' arrangement also resembles specialist, generalist, and interactive teams as described in the professional literature on collaboration. The professional advantages offered by team teaching include improved teaching, professors experiencing new learning, and diminished teacher isolation. Disadvantages include the extra time team teaching takes, a loss of autonomy, and alienation from departmental colleagues. Differences exist, however--one professor wants to fully integrate the two courses, the other insists that the program not replace his responsibilities to his discipline and to his department. Their collaboration is based on their common concern for nurturing individual at-risk freshmen students, and the use of writing assignments to develop conceptualization in biology. (RS)

ED 386 745 CS 215 051

Strawn, David L.
What the Institution Has Learned Thus Far.
PUB DATE- 3 Dec 94
NOTE- 8p.; Paper presented at the symposium "Collaboration Pays Off: An Advance Program for At-Risk College Freshmen Teaches a Few Lessons to the Students, Faculty, and the Institution," at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994). For related papers, see CS 215 049-050.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Content Area Writing; Higher Education; *High Risk Students; *Interdisciplinary Approach; Program Descriptions; Program Effectiveness; Summer Programs; *Team Teaching

university has learned to use her cultural background to her advantage. As a graduate student at Bowling Green State University (Ohio), she first perceived her background as an obstacle to her teaching and tried to pretend that she was not different from other faculty. But this mindset did not change students' perceptions of her, nor did it help their learning. Thus, she began to consider her role at a predominantly white university where the majority of students in her weekly group discussion were from small rural towns in Ohio. Moveover, the faculty was also predominantly white. She decided that her role was to increase students' awareness of their own and others' cultures. Additionally, she learned that some students, through their interactions with a Japanese teacher, will begin to lose their fear of the unknown. They will, with time, learn to accept a foreign accent and to understand it. Most importantly, they will learn that there is much to be learned from one who is of a different culture. In her communication classes, this instructor uses cultural comparisons between Japan and the United States to spark discussions about a range of issues from marriage and gender roles to Japanese stereotypes of Americans. (TB)

ED 386 763   CS 509 020

Lynch, Patricia L.
So You Want To Deliver a Simulation?
PUB DATE- 20 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Research; Cooperation; Higher Education; Metaphors; *Simulation; *Speech Communication; Teaching Methods; *Theory Practice Relationship; Undergraduate Students
IDENTIFIERS- Developmental Theory

A new child has the potential for adding dimension and enrichment to the parents' and acquaintances' lives. Simulation development metaphorically mirrors pregnancy, birth, parental guidance, and maturation. An individual begins with a desire for enjoyment and future possibilities. Nurturers of simulation are aided by setting the following broad goals while prenatal feeding of the simulation occurs. The early goals include: (1) having child-like fun; (2) seeking to tap affective responses from participants; (3) encouraging behavioral involvement; (4) utilizing experiential methods and processes; and (5) flowing with the evolution of the inductive reasoning that occurs during the development and birth of the simulation. A set of pedagogical literature whose knowledge is most helpful when nurturing and birthing a simulation is that of the developmental theorists. Knowledge of developmental theory helps the facilitator focus on who is taking part in the simulation and what he or she is capable of. It is because these theories are so involved, however, that it is important to remember to give primary attention to the creative, the intuitive, and the inductive processes. It is helpful to have partners working on the simulation; each can help the other with brainstorming. Play, laugh, tell stories from personal experience, look at the incongruity between people and cultures. Just prior to labor is another playful process--

production percentages in both countries, expansion plans, communication technology, and problems with communication. The questions about communication centered on the percentage of communication carried on in English and Spanish and how often the organization experienced communication problems because of language difficulties. Forty of the firms (60 percent) indicated that at least 90% of the communication between the United States and Mexico was conducted in English. No relationship was found between the percentage of communication done in Spanish and communication problems. Fourteen companies (21 percent) listed problems, however, with telephone communication. The communication technology most often used by companies surveyed was fax, followed by phone, and then postal service. Possible solutions to communication problems might be training in communications systems or procedures for communication users, assignment of a person responsible for communication in the organization, and the development of communication standards. (Contains 14 representations of data transparencies.) (NKA)

ED 386 783 EA 026 696

Stolp, Stephen; Smith, Stuart C.
Transforming School Culture: Stories, Symbols, Values & the Leader's Role.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Assessment; Educational Change; *Educational Environment; Elementary Secondary Education; Institutional Characteristics; *Institutional Mission; *Leadership; *Organizational Change; *Organizational Climate; Systems Approach
IDENTIFIERS- *School Culture

This book is designed to help educators recognize and, if necessary, change a school's culture. It guides principals, other administrators, and teachers in the process of shaping the culture of their schools. For those who have already begun the process, the book provides insights, examples, and reassurance that their efforts are headed in the right direction. Chapter 1 provides a framework to help leaders understand the terms "culture" and "climate." Chapter 2 establishes the importance of culture by reviewing some of the research evidence, which shows that school culture influences student and teacher motivation, school improvement, leadership effectiveness, and academic achievement. The third chapter examines three levels of organizational culture outlined by Edgar H. Schein (1984)--tangible artifacts, values and beliefs, and underlying assumptions. Chapter 4 describes several instruments and qualitative procedures that a leader can use to identify and measure school culture at each of Schein's three levels. The next three chapters offer three perspectives on the process of transforming a school's culture--the systems approach, vision building, and the leader's role as learner, motivator, and modeler. Practical suggestions for culture-building are also given. (Contains 72 references.) (LMI)

ED 386 784 EA 026 949

DESCRIPTORS- *Educational Administration; *Educational Development; Educational Economics; *Educational Planning; Elementary Secondary Education; *Foreign Countries; Futures (of Society); Government School Relationship; *International Education; Long Range Planning; Resource Allocation; Strategic Planning

With the exception of one essay, the content of this book is a selection of articles from past issues of "Prospects," UNESCO's quarterly review of education. Most of the articles were written in the late 1980s or early 1990s. They identify trends in educational planning and management and explain why planning is more necessary than ever. Following "Introduction: A New Scope for Educational Planning," by Francoise Caillods and Jacques Hallak, articles in part 1 examine new issues for the educational planner: (2) "Teaching/Learning Conditions in Developing Countries" (Francoise Caillods and T. Neville Postlethwaite); (3) "Planning the Quality of Education: Different Information for Different Levels of Decision Making" (Kenneth N. Ross and T. Neville Postlethwaite); (4) "Educational Reform and Planning in the Current Economic Crisis" (Martin Conroy); (5) "The Impact of the Debt Crisis on Education in Latin America: Implications for Educational Planning" (Fernando Reimers); (6) "Education, Work, and Employment in Developed Countries: Situation and Future Challenges" (Henry M. Levin and Russell W. Rumberger); (7) "Management and Administration of Education Systems: Major Issues and Trends" (Benno Sander); (8) "Managing Schools for Educational Quality and Equity: Finding the Proper Mix To Make It Work" (Jacques Hallak); and (9) "The Role of the State in Education" (Juan Carlos Tedesco). Articles in the second part examine the practice of educational planning in different regions: (10) "Educational Planning, Administration, and Management in Africa" (Vinayagum Chinapah); (11) "Educational Planning and Administration in Latin America: From Optimism to Uncertainty" (Fabio M. Bustos); (12) "Review and Prospects of Educational Planning and Management in the Arab States" (Antoine M. Gennaoui); (13) "Commonality among Diversity: A Review of Planning and Administration of Education in Asia" (Cheng Kai Ming); and (14) "Educational Planning and Management in Europe: Trends and Challenges" (Ingemar Fagerlind and Britt Sjostedt). Part 3 discusses the possible evolution of educational planning. Articles include: (15) "Seeking New Paradigms To Plan Education for Development--the Role of Educational Research" (Daniel A. Morales-Gomez); (16) "Educational Planning Problems, Decision Making, and Communication" (Dan Inbar); (17) "Integrated Development of Human Resources and Educational Planning" (Vinayagum Chinapah, Jan-Ingvar Lofstedt, and Hans Weiler); (18) "Does Company Strategy Have Any Lessons for Educational Planning?" (Alain Bienayme); and (19) "Does Education Need Strategic Piloting?" (Sylvain Lourie). References accompany each article and an index is included. (LMI)

ED 386 803   EA 027 014

Jennings, John F., Ed.
National Issues in Education: Elementary and Secondary Education Act.
PUB DATE- 95
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Block Grants; Categorical Aid; *Educational Finance;

NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Demography; Elementary Secondary Education; *Enrollment Trends; *Public Schools; Racial Composition; School Districts; School District Size; Statistical Data

This document presents data for 1993-94 from two state-level surveys that are part of the Common Core of Data (CCD) collection of the National Center for Education Statistics (NCES)--the Public Elementary/Secondary School Universe Survey and Public Education Agency Survey. The data are also based on information reported by state education agencies. The document presents information in brief on types of public schools; schools and community size; primary, middle, and high school enrollment; school-district grade spans; school district size; and student characteristics. Some of the findings include: (1) 98.3 percent of public-school students were enrolled in regular schools; (2) almost three-fifths of public-school students attended schools within, or on the fringes of, large and midsize cities; and (3) almost one-half of the school districts had fewer than 1,000 students and almost one-half of the public-school students attended schools in districts of 10,000 students or more. Six tables, a list of key terms, and technical notes are included. (LMI)

ED 386 822 EA 027 036

Volp, Frederick D.; And Others
Snapshot of the Superintendency II. A Study of School Superintendents in New York State: 1994-1995.
SPONS. AGENCY- New York State Council of School Superintendents, Albany.
PUB DATE- Apr 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Role; Board Administrator Relationship; Elementary Secondary Education; Public Schools; Retirement; School Administration; School Districts; State Surveys; *Superintendents
IDENTIFIERS- *New York

This paper presents findings of a 1994 followup study of New York state school superintendents. The first survey was conducted in 1992. Questionnaires sent by the New York State Council of School Superintendents (NYSCOSS) to over 700 superintendents elicited 516 responses, a 68 percent response rate. The questionnaire gathered data on demographics, contractual issues, retirement plans, and perceptions of educational issues. The findings reinforce a conclusion of the 1992 study, which found evidence of a potential "leadership vacuum." Superintendents as a group have aged, 40 percent plan to retire within the next 5 years, and 66 percent intend to retire by the year 2004. The majority are white males. Most respondents reported high levels of satisfaction in their working relationships with school boards. Although nearly one-half wanted to spend time on curriculum/instruction issues, superintendents spent more time involved in school finance, board relations, and personnel issues. They rated the top three local issues as passage of budgets/bond referenda, school finance, and negotiations, and the top three state issues as implementation of the New Compact for Learning, school finance,

College Students; Community Colleges; Definitions; *Disabilities; Guidelines; Hearing Impairments; High Achievement; Higher Education; Mental Disorders; Physical Disabilities; Seizures; Special Needs Students; *Student Personnel Services; Teaching Methods; Visual Impairments
IDENTIFIERS- *Mesabi Community College MN; Rehabilitation Act 1973 (Section 504)

This handbook for faculty was developed as part of the EASE (Equal Access for Students to Education and Experience) Project at Mesabi Community College in northeastern Minnesota. After an introduction stating the college's commitment to all students including those with disabilities, the guide discusses disabilities in general, and learning disability, visual impairment, hearing impairment, seizure disorder, motor impairment, and psychological impairment in particular. The handbook provides information on incidence, definition, and problems commonly manifested by individuals with the specific disability. The next section focuses on teaching students with disabilities. It stresses the importance of planning and lists recommended teaching strategies. A chart matches specific learning difficulties with accommodations. Suggestions for evaluation strategies and accommodations are also provided. The following section contrasts myths and facts about disabilities and includes a list of prominent individuals with disabilities. The final section summarizes rights of the student with disabilities under Section 504 of the Rehabilitation Act of 1973. Contains seven references. (DB)

ED 386 841 EC 304 230

Tunstall, Dorothy F.
At-Risk Early Childhood Children, Their Families, and Our Future--A Beginning View.
PUB DATE- Sep 95
NOTE- 55p.; Contains light type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; *Change Strategies; Cost Effectiveness; Disadvantaged Youth; Early Childhood Education; *Early Intervention; Elementary Secondary Education; *Family Problems; Government Role; *High Risk Students; Poverty; *Social Change; Social Problems

This paper provides a review of the literature on the needs of young children in the United States who are at risk for failure and offers suggestions for early intervention and societal change. The problem is documented in sections concerning: a definition of "at risk," the importance of the first years of life, prevention, successful programs of intervention, cost effectiveness of early intervention, today's family, the important factor of poverty, the role of societal organization, and resilience in children. The next broad section looks at dysfunctional families, in discussions of substance abuse, sexual abuse, violence, mental health, homelessness, stress, the value of home visitations, and family stability versus family instability. Healthy families are considered in a section on family strengths. The remaining sections address what needs to be done, with consideration given to: prerequisites for academic success and collective responsibility; the role of schools, governments, employers,

Baker, Scott K.; And Others
Vocabulary Acquisition: Synthesis of the Research. Technical Report No. 13.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 Feb 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Differences; Elementary Secondary Education; High Achievement; *Language Acquisition; *Language Impairments; Learning Disabilities; Learning Problems; Low Achievement; *Performance Factors; Reading Achievement; Reading Difficulties; Reading Instruction; Reading Research; Remedial Instruction; Teaching Methods; *Vocabulary Development; *Word Study Skills

Recent research on vocabulary development is reviewed, highlighting issues related to diverse learners. The review included studies of students who are low performers; learning or reading disabled; remedial readers; high achievers; and students who are culturally disadvantaged, language delayed, and linguistically diverse. Areas of convergence in the research literature on vocabulary acquisition are identified: vocabulary size differences among students; factors that contribute to individual differences in vocabulary development, including generalized linguistic differences, memory deficits, and poor word learning strategies; successful methods to improve the vocabularies of students with diverse learning needs; and the relation between vocabulary knowledge and reading achievement. Issues concerning the direct instructional approach to word meanings are discussed, along with the use of semantic mapping/features analysis and keyword and computer-assisted methods. A chart provides information on the studies reviewed, identifying the author(s) and year, number and type of study participants, the vocabulary dimension, and the purpose of the study. (Contains 34 references.) (SW)

ED 386 861 EC 304 250

Baker, Scott K.; And Others
Vocabulary Acquisition: Curricular and Instructional Implications for Diverse Learners. Technical Report No. 14.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 Feb 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; Curriculum Development; *Educational Principles; Elementary Secondary Education; *Instructional Design; Language Acquisition; *Language Impairments; Learning Disabilities; Learning Problems; Learning Strategies; Low Achievement; Reading Difficulties; Reading Instruction; Teaching Methods; *Vocabulary Development; *Word Study Skills

A curricular and instructional framework for increasing the vocabulary skills of diverse learners is described. Areas of convergence in research literature on vocabulary learning and diverse learners are noted, and two recommendations based on educational provisions and services the student will receive. The third question concerns evaluating whether the provisions are successful, as determined by goals, objectives, and measurable criteria. The process, which discourages the use of draft IEPs prepared before the IEP meeting, begins with an empty page consisting of three blank columns, one for each of the key questions. Final IEP team decisions are recorded after consensus has been reached, and jargon and technical terminology are discouraged. Listing interventions, services, accommodations, and transitions services in a shortened format promotes a holistic approach and a greater chance of implementing instructionally useful programming. The new process seeks to maximize parent participation. Using a creative problem solving process, team members are encouraged to generate as many ideas as possible, after which the ideas which show the greatest promise are selected. Attachments include parents and teachers comments on the new IEP; IEP Planning Guide/Checklist; and IEP Participant Worksheet. (Contains 13 references.) (SW)

ED 386 878 EC 304 268

A Joint Statement on Violence in the Schools.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aggression; Behavior Disorders; *Behavior Problems; Compliance (Legal); *Disabilities; *Discipline; Elementary Secondary Education; Mainstreaming; Position Papers; Public Schools; School Responsibility; Special Education; Student Behavior; *Violence

This issue paper on violence in public schools provides an overview of the problem and a joint statement by the Council of Administrators of Special Education (CASE) and the Council for Children with Behavior Disorders (CCBD). These two organizations believe that the majority of the violent, aggressive, or destructive students in U.S. schools are not students receiving special education, but students whose behavior may be incidental to a particular emotional crisis. Most students who have cognitive, emotional, social, or behavioral disabilities are effectively managed and taught through special education interventions, and rarely exhibit the violent behavior that places them and those around them in danger of harm. Both CCBD and CASE endorse the need for a school district to immediately remove any student who has a disability if he or she becomes violent, aggressive, or destructive within a particular school. Such students must continue to receive their education in an alternative educational setting until an assessment has been completed and appropriate decisions are made around their long-term education program. This assessment would involve consideration of whether the student's return to the previous educational placement with appropriate supports will provide safety for self and others, and whether there are new characteristics identified about the student which indicate that the least restrictive environment for the student is no longer the regular school setting. Additionally, all students should have the opportunity to receive alternative educational services. (SW)

ED 386 879 EC 304 269

from one state education agency; processes for integrating and prioritizing needs across data sources; guidelines for the use of surveys; and additional resources on needs assessment. The following needs assessment models are considered: Consumers' Felt Needs Model, Social Marketing Model, Components of Training Needs Model; Identification of Needs by Experts Model, Comparative Needs Model; Discrepancy Model; Needs Identification through Review of Student Outcomes and School Operations and Outcomes; Needs Identified through Review of System Operations and Outcomes; and Resource Inventory Model. Appendices offers tips on the use of surveys and a list of additional resources on needs assessment. (Contains 27 references.) (SW)

ED 386 896   EC 304 289

Striffler, Nancy
Selected Personnel Policies and Practices under Part H of IDEA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alternative Teacher Certification; Consultation Programs; Coordination; Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Elementary Secondary Education; Employment Practices; Federal Legislation; Inservice Education; *Personnel Needs; *Personnel Policy; Professional Continuing Education; Special Education; Staff Development; *State Programs; State Standards; *Teacher Certification; Teacher Recruitment; Teacher Supply and Demand
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This guide provides information on personnel policies and practices, under Part H of the Individuals with Disabilities Education Act, which were instituted by states and jurisdictions in the implementation of early intervention services for eligible children and their families. Strategies of specific states are identified for dealing with staff shortages in underserved areas and for seeking to identify qualified personnel to meet the early intervention service demands. Strategies include a consultative service delivery model, statewide policies and guidelines for the consultative service model, a training program to help professionals be better consultants, a mentor program, certification requirements, and staff training programs. For each state, information is included on the type of personnel deemed qualified to provide service coordination, special instruction, and assistive technology. Information is also provided on personnel challenges indicated by states in providing full services to eligible children and their families. A Part H personnel contact list is appended. (SW)

ED 386 897   EC 304 290

Freeman, John A.; Teddlie, Charles
A Formative Evaluation of Services for Children with Deaf-Blindness in Louisiana.
PUB DATE- 28 Sep 95
NOTE- 46p.; Paper presented at the Annual Meeting of the

Japanese; *Language Classification; Language Patterns; Language Research; *Language Typology; *Language Variation; Linguistic Theory; Mandarin Chinese; Oral Language; Regional Dialects; Research Methodology; Sino Tibetan Languages; Tibetan; Tone Languages; Uncommonly Taught Languages; Verbs; Written Language
IDENTIFIERS- *Word Order

This publication of proceedings, most in English and some in Chinese, of a conference on Chinese languages and linguistics include the following papers: "On Rule Effect and Dialect Classification" (Chin-Chuan Cheng); "Cross-Linguistic Typological Variation, Grammatical Relations, and the Chinese Language" (Bernard Comrie); "Is Chinese a Pragmatic Order Language" (Shuanfan Huang, Kawai Chui); "Origin of Seven Typological Characteristics of the Chinese Language" (Tsu-Lin Mei); "Some Remarks on Word Order and Word Order Change in Pre-Archaic Chinese" (Alain Peyraube); "Formosan Clause Structure" (Stanley Starosta); "A Minimalist Approach to a Contrastive Analysis of English, Chinese, and Japanese" (Ting-chi Tang); "Types of Tone Sandhi in Mandarin Dialects and a Formal Model of Tone" (Mei-chih L. Chang); "Stress Patterns in Tonal Languages" (Robert L. Cheng, Chin-chin Tseng); "Cross-Language and Cross-Typological Comparison of Conceptual Representations Related to Grammatical Form" (Susan Duncan); "Origin of Vowel Transfer in Tangut" (Hwang-Cherng Gong)"; "Loose vs. Tight Syllables in Chinese Dialects" (Hirata Shoji); "Spoken Rhythm of Chinese Tongue Twisters" (Yuchau E. Hsiao, Chin-wei Wu); "Causative Compounds Across Chinese Dialects" (Lisa Cheng, James Huang, Audrey Li, Jane Tang); "A Syntactic Typology of Formosan Languages--Case Markers on Nouns and Pronouns" (Paul Jen-kuei Li); "After Being Refused: Response to Face-Threatening Speech Acts" (Chao-chin Liao); "Directional Constructions in Taiwanese" (Chin-fa Lien); "Identifying the Parameters for a Typology of Chinese Affixation" (Yen-Hwei Lin); "Discourse Organization and Anaphora in Spoken and Written Chinese Discourse" (Ming-Ming Pu); "The Typology of Tone in Tibetan" (Jackson T.S. Sun); "Topic Choice, Switch Reference, and Zero Anaphora" (Liang Tao); "On the Separation and Combination of Several Disposal Constructions in Classical Chinese (Pei-chuan Wei); "Word Order Flexibility in Chinese" (Zhiqun Xing); "Aspects of Prosody in Mandarin Discourse" (Li-chiung Yang); "Toward a Typology of Tense, Aspect, and Modality in the Formosan Languages" (Elizabeth Zeitoun, Lillian Huang); and "Semantic Schema and Metaphorical Extension" (Meichun Liu). (MSE)

ED 386 916   FL 022 933

Thompson, Irene
Testing Listening Comprehension.
PUB DATE- Apr 95
NOTE- 10p.; AATSEEL = American Association of Teachers of Slavic and East European Languages.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Advance Organizers; *Cognitive Processes; *Evaluation Criteria; *Language Tests; *Listening Comprehension; Listening Comprehension Tests; Multiple Choice Tests; Second Language Instruction; Second Language Learning; Sentence Structure; *Test Construction; Vocabulary
IDENTIFIERS- Pausing (Speech)

This article discusses practical considerations in developing tests of listening comprehension in second language learning with a particular emphasis on the choice of listening passages

NOTE- 19p.; Prepared by the Office of Special Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Certification; College Programs; Costs; Educational Needs; Elementary Secondary Education; *Hearing Impairments; Higher Education; *Interpreters; Policy Formation; *Professional Training; Program Development; Public Policy; *School Personnel; Staff Development; State Surveys; Statewide Planning; *Translation
IDENTIFIERS- *Minnesota

Mandated by the Minnesota state legislature, the report summarized a study of the availability and costs of training and certification of transliterators and interpreters for elementary and secondary schools, for use with deaf and hearing-impaired students. It was found that Minnesota has three college-level interpreter preparation programs, none of which focuses on preparing interpreters for K-12 education settings. Costs are close to $7,000 in the two public college programs, with the state paying over one-half, and over $21,000 in the private college. Outreach training in the state is extremely limited. The existing preparation programs were found not to provide the professional skills needed for the target population. The state has no standards or system for assessing or certifying interpreters, but national certification is available locally. Recommendations include: appropriation of funds for interpreter program and certification enhancements; and development of an interpreter training plan for the state. Appended materials include data on the employment of interpreters and transliterators in Minnesota schools, geographic distribution of interpreters and hearing-impaired students, and regional counts of children with disabilities. (MSE)

ED 386 935 FL 023 246

Schweers, C. William, Jr.
Academia, English, and the International Student.
PUB DATE- 93
NOTE- 18p.; Document contains broken print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Instruction; College Second Language Programs; College Students; English (Second Language); *English for Academic Purposes; *Foreign Students; Higher Education; *Language Tests; *Limited English Speaking; Program Descriptions; Specialization; Standardized Tests; *Teaching Assistants; Testing; Test Validity
IDENTIFIERS- *City University of New York City College; *Columbia University NY

Issues related to the use of academic English by foreign students in the United States are discussed, and two college programs are presented as examples of English-as-a-Second-Language (ESL) preparatory programs available to these students. The programs are the American Language Program at Columbia University (New York) and the ESL Program at City College (New York). Various issues facing program developers and ESL teachers are also discussed: the debate over instruction in general- versus specific-purpose academic English; use of standardized language tests to determine linguistic preparedness for academic study; and the screening and training needs resulting from the increasing use of limited-English-speaking international

University IELP students are covered in greater detail in the fourth section, and places of interest for visual arts students in the Philadelphia area are described briefly in the final section. (MSE)

ED 386 956 FL 023 273

Trask, R. L.
Language: The Basics.
PUB DATE- 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Books (010)
DESCRIPTORS- Articulation (Speech); Child Language; Diachronic Linguistics; Foreign Countries; Grammar; *Language Acquisition; Language Attitudes; *Language Patterns; *Language Role; *Languages; Language Variation; *Linguistic Theory; *Neurolinguistics; Semantics

This book introduces beginning students of linguistics at all levels and general readers to the study of language, providing an overview of key topics and an explanation of basic terms and ideas. The book is also designed to encourage the reader to think about the way language works and reconsider some popular misconceptions about language and what linguists do. Chapter topics include: the uniqueness of human language; the grammatical backbone of language (English and other grammars); meaning and language; variation in language (geographic and other); language change over time; the interrelationship of language, mind, and neurological functions; language development and second language learning in children; and attitudes about language. Each chapter includes suggestions for additional reading, and a full bibliography is appended. (MSE)

ED 386 957 FL 023 274

COMSIS Mid-Atlantic Multifunctional Resource Center. Contract Year Three, 1994-1995. Annual Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 182p.; For the 1993-1994 annual report, see ED 375 655.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Education Service Centers; *English (Second Language); *Inservice Teacher Education; Instructional Effectiveness; *Limited English Speaking; Program Descriptions; Program Evaluation; Regional Programs; Technical Assistance
IDENTIFIERS- *Mid Atlantic Multifunctional Resource Center

This report details and evaluates the third year of the Mid-Atlantic Multifunctional Resource Center, a program providing training and technical assistance to educators and parents of limited-English-proficient (LEP) students in an area including Delaware, the District of Columbia, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia. The program's ultimate goal is to increase the effectiveness of instruction to maximize LEP student learning and achievement. Providing services to such a diverse area required flexibility of programs, continuous clarification of needs, and well-thought-out plans for internalizing and institutionalizing training. In the third year, the program completed all deliverables in its baseline management plan, conducted 93 major training and technical assistance activities, and

Dutch university education using a case study approach. The Dutch national system of quality assurance is described, and developments since the mid-1980s are traced. The university case studies illustrate models which are being employed to implement the quality assurance system including Total Quality Management (TQM) and Continuous Quality Improvement (CQI). Comparisons are made between the Dutch and American approaches to achieving educational quality and the role of the respective governments in the process. While the American system emphasizes peer review, the Dutch process emphasizes external assessment but begins with an internal self-study. Interviews were conducted with educational leaders responsible for designing and implementing the system at the national level, as well as with students, faculty members, and administrators of departments, divisions, and institutions at four Dutch Universities. At the University of Groningen, the process of quality assessment was managed by influencing existing structures, while at the University of Amsterdam new structures and group process consultants were employed. The University of Limburg at Maastricht model is one in which the assessment of teaching and learning is embedded in existing faculty structures. The Dutch system is characterized as egalitarian, autonomous, democratic, and federated. Implications for American higher education include constraining the role of government and borrowing selectively from other systems of self-regulation. (Contains 31 references.) (SW)

ED 386 975   HE 028 556

Patrick, William J.; Stanley, Elizabeth C.
Assessment of Research Quality. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Departments; Doctoral Programs; Educational Assessment; *Evaluation Criteria; Foreign Countries; Government School Relationship; Higher Education; *Institutional Research; Program Effectiveness; *Quality Control; *Research; Researchers; *Research Universities
IDENTIFIERS- *AIR Forum; Performance Indicators; *United Kingdom; University of Glasgow (Scotland)

The British experience of nationwide research quality assessments and new measures to improve accountability are described. Consequences for the higher education system and for individual institutions are examined. Three national assessments of the quality of research in the United Kingdom (U.K.) in 1986, 1989, and 1992 have provided a standard rating of research programs in order to increase selectivity in allocating funds. In each assessment institutions prepared information for assessment by central panels, which judged the usefulness of certain statistics as indicators of research quality. Comprehensive peer review of research quality has demonstrated the usefulness of certain performance indicators. Information which is collected about faculty researchers is identified, including number of publications produced and number of research assistants. Issues related to quality ratings of departments are addressed. Efforts of the University of Glasgow (Scotland) to maintain and enhance its research quality ratings are

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Educational Administration; *Educational Quality; *Evaluation Methods; Expectation; Higher Education; *Institutional Research; Models; *Organizational Communication; Program Evaluation; *Research Methodology; Statistical Analysis; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *AIR Forum; *Gap Analysis

A modified version of gap analysis, an assessment tool used in professional service industries, was tested for its applicability in higher education. The model helps researchers discern the existence of gaps in organizational communication that influence stakeholder expectations and perceptions of quality. An exploratory study was undertaken during 1991-1992 to determine the existence (or lack) of quality gaps in a doctoral program in educational administration at a public university. Interviews were conducted with current students, nine program faculty and two administrators, recent program graduates, future employers such as superintendents, and current students in another institution's educational administration program. Gaps were identified in the organization's internal and external communication systems. The gaps concerned differences in perceptions of the expectations held by the different stakeholders (e.g., difference between student expectations and faculty perceptions of student expectations and differences between administrator expectations for the program and faculty perceptions of administrator expectations.) The model helped to clearly identify points in program and department operations in the education administration program which deserved attention at the university with a clarity that is sometimes missing in program assessment. (Contains 18 references.) (SW)

ED 386 994 HE 028 575

Brozovsky, Paul V.; McLaughlin, Gerald W.
Issues in Studying Administrative Faculty Salary Equity. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrators; *College Faculty; *Comparable Worth; Higher Education; *Institutional Research; Personnel Policy; Predictor Variables; Regression (Statistics); Salaries; *Salary Wage Differentials; Statistical Analysis
IDENTIFIERS- *AIR Forum

Considerations in conducting a study of salary equity for administrative faculty are addressed. The focus is whether there is a systematic difference in salary of administrative faculty based on race, sex, or age after all legitimate factors are removed. After defining the study population, attention is directed to the study model and research variables and measures. The analysis involved 254 full-time, permanent faculty, excluding college deans, athletics faculty, extension agents, and those with a rank of vice-president or higher. The multi-stage, single equation regression model is explained. The

ED 386 548 CE 069 770

Drafting. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; Competency Based Education; *Drafting; *Employment Potential; *Entry Workers; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education; State Standards; Task Analysis; Vocational Education
IDENTIFIERS- *Ohio

This Drafting Occupational Competency Analysis Profile (OCAP) is one of a series of competency lists, verified by expert workers, that have evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives from throughout Ohio. This OCAP identifies the occupational, academic, and employability skills (or competencies) needed to enter drafting occupations. The OCAP clusters the competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency. The competencies are clustered into the following 13 units: basic lab skills; geometric constructions; orthographic projections and auxiliary views; sectioning; drawing pictorials; basic intersections and developments; dimensioning; computer-aided drafting skills; advanced computer-aided drafting skills; machine drawings; architectural drawings; civil and survey drafting; and electrical and electronic drawings. This guide also includes the following components: (1) an OCAP listing employability competencies; (2) work keys assessments that measure students' applied academic skills; (3) job profiling, a key to the level of applied skills required for drafting occupations; (4) a total list of academic competencies in communications, mathematics, and science; and (5) a list of academic competencies from the total list that were identified by expert workers as most crucial to the entry-level success of employees in drafting occupations. (KC)

Science of Behaviour" (B. F. Skinner); "Employee Training" (Leonard and Zeace Nadler); "The Interpersonal Relationship in the Facilitation of Learning" (Carl R. Rogers); "Adult Education and Worldview Construction" (Leon McKenzie); "Learning and Change" (Peter Jarvis); "Conclusion: Toward Transformative Learning and Emancipatory Education" (Jack Mezirow); "Pedagogy of the Oppressed" (Paulo Freire); "The Common Concern: Controlling the Professionalization of Adult Education" (Arthur L. Wilson); "The Contribution of Critical Theory to Our Understanding of Adult Learning" (Michael R. Welton); "The Political Economy of Literacy in the Third World" (Frank Youngman); "toward a revolutionary feminist pedagogy" (bell hooks); "Feminism and Adult Learning: Power Pedagogy, and Praxis" (Elizabeth J. Tisdell); "Gender and the Curriculum of Adult Education" (Sue Blundell); "Subsistence Knowing" (Mechthild U. Hart); "Putting Ourselves into the Place of Others: Toward a Phenomenology of Imaginary Self-Transposal" (Herbert Spiegelberg); "Phenomenological Perspectives: Some Implications for Adult Education" (Michael Collins); "Lifelong Learning: A Phenomenology of Meaning and Value Transformation in Postmodern Adult Education" (Sherman M. Stanage); "Adulthood and Education" (R. W. K. Paterson); "The Concept of Educational Need: An Analysis of Selected Literature" (Maurice L. Monette); and "Equal Rights, Equal Opportunity, and Equal Chance" (Kenneth Lawson). Each selection is prefaced by a brief biographical sketch of its author and introductory comments. Some essays include substantial bibliographies. (MN) matching youth to services, assessing gains, and tracking progress through a sequence of services; and a clearly defined, meaningful set of program outcomes that form the basis for an ongoing performance management system. (MN)

ED 386 585 CE 069 841

Strumpf, Lori; Mains, Kristine
Work-Based Learning: Learning To Work; Working To Learn; Learning To Learn.
SPONS. AGENCY- Department of Labor, Washington, D.C.; National Youth Employment Coalition, Washington, DC.
PUB DATE- Oct 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competence; Cooperative Planning; Coordination; Curriculum Development; Educational Benefits; Educational Change; Educational Needs; Educational Objectives; Educational Policy; Educational Quality; *Education Work Relationship; Employment Qualifications; *Integrated Curriculum; Job Training; Learning Theories; *Program Development; School Business Relationship; Secondary Education; *Vocational Education; *Work Experience Programs; Youth Employment; *Youth Programs
IDENTIFIERS- Educational Marketing; High Performance Work Organizations; Secretarys Comm on Achieving Necessary Skills

This document describes a work-based learning approach designed to integrate work and learning at the workplace and thereby help young people develop the skills required for changing workplaces. The following considerations in designing work-based programs are discussed: the trend toward high performance workplaces and changes in the way work is organized; business definitions of quality; skills deemed necessary for the workplace by the Secretary's Commission for Achieving Necessary Skills (SCANS); the mismatch between skills taught in traditional learning environments and skills needed in changing workplaces; and the implications of learning theory for youth programs. Discussed next are the following: the purposes of work-based learning; differences between traditional and learning-rich programs/approaches; nine key elements of learning-rich work experience; supervisor/crew leader and student roles in work-based programs; guidelines for selling the work-learning approach to students and employers; things worksite supervisors should know about work-based learning; key ingredients of work-based learning; and ways the U.S. Department of Labor can support/encourage work-based learning. (Appended are the following: chart detailing the differences between conventional and high performance work organizations; lists of SCANS competencies and foundation skills; and description of a project in which youths plan a radon testing program, conduct radon tests, and make mitigation recommendations.) (MN) studies, arts, and mathematics to expose students to the basic concepts of economics---working for pay, buying and selling, and careers in merchandising, marketing, retailing, and banking; and (3) "Shadowing for Career Awareness," a project to expose students to real-life work situations by observing persons on the job. The article also suggests other career awareness activities such as making posters, writing songs, and creating a job tree. The second article, "Let's Get Serious about Career Education for Elementary Students," by Patricia S. DuVall, posits that career education and awareness is not an additional subject in the elementary curriculum but a developmental process. The process includes four categories: self-awareness, family awareness, school awareness, and community awareness. Career Day is suggested as a good learning activity for elementary students. (KC)

ED 386 604 CG 025 246

Monograph: Young Adulthood and Middle Age, 1989.
PUB DATE- 89
NOTE- 131p.; In 1990 re-named "Journal of Young Adulthood and Middle Age." For 1990 and 1991 volumes, see CG 025 247-248.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adult Development; *Career Counseling; Child Abuse; *Counseling; Family Violence; Group Counseling; Immigrants; Intimacy; *Middle Aged Adults; Self Efficacy; Sexual Abuse; *Young Adults

The inaugural volume of this serial contains 12 articles that represent a diverse population of counselors: (1) "Issues in Counseling Immigrants" (Linda Sheppard); (2) "Family Support and Starting a Small Business" (Michael Cusack and Peter Emerson); (3) "Professional Disillusionment: Crisis or Catalyst" (Kay Miller, Susan Cooper-Shoup and Kimberly Jarreau); (4) "Adult Survivors of Child Sexual Abuse: Identifying and Developing a Creative Treatment Plan" (Patrice Moulton and Kimberly Newell); (5) "Young Adults and AIDS: A Support Group For HIV Positive Women" (Bernadette Mathews and Lee Rigby Robinson); (6) "Adults Returning Home: Issues and Interventions" (Peter Emerson); (7) "Intimacy From a Lifespan Perspective" (Carolyn Cavanaugh); (8) "Career Counseling with the Middle Age: A Group Counseling Model" (Larry Burlew and Connie Fox); (9) "Bridging the Gap between the Psyche and the Soul" (Patricia J. Price); and (10) "Self-Efficacy and Adult Women" (Patricia Y. Leonard). The "Practically Speaking" section includes the following articles: (1) "Chrysalis Shelters: A Family Violence Treatment Program" (Michelle Dosch, Jeanette Paasch and Leah Bernstein); (2) "Individual vs. Group Identity: A Counseling Perspective" (Stephen Flemming). The articles include a list of selected references. (BF)

school districts have found to be most useful in implementing coordinated guidance and counseling programs. Part I is a philosophy statement and includes the standards for the guidance and counseling program. Counseling and guidance programs are seen as integral to the total educational process and should be developmental in nature. All children should be included rather than just those who seek out the counselor. Part II is a detailed assessment and planning instrument which covers needs assessment, approved guidance and counseling activities, responsibility of each school, and evaluation. Part III is an overview of career development in Oregon. Extensive appendices account for over one half of the document and enable the district and/or high school to implement the career guidance activities required by Oregon Administrative Rule. (JBJ)

life, consisting of storm and stress. It is estimated that 25-50% of adolescents engage in risk behaviors with negative health and behavior outcomes such as drug abuse, unwanted pregnancy, or sexually transmitted disease. Topics covered in this literature review are: (1) child maltreatment; (2) substance abuse (tobacco, alcohol, and drugs); (3) delinquency (truancy, vandalism, theft, violence, and correlates of delinquency); (4) sexually transmitted diseases; and (5) suicide. Due to the paucity of literature regarding parent attitudes towards adolescent problems, the subject is covered only in limited fashion. Following this is a discussion of adolescent attitudes toward problem behaviors. There is a growing concern that teens need to be aware of interventions available to them. However, there is little knowledge of adolescents' perceptions of these problems. Although education can teach teens what support is available, teens will not seek help if they, themselves, do not perceive a problem. More research is needed to survey adolescent attitudes toward the various high-risk behaviors, as well as determine how to promote help-seeking behaviors and positive youth development. Contains 154 references. (JBJ)

ED 386 645 CG 026 464

Teenage Pregnancy. Hearings before a Subcommittee of the Committee on Appropriations. United States Senate, One Hundred Third Congress, Second Session. Special Hearings.
PUB DATE- 25 May 94
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Child Welfare; *Early Parenthood; Family Planning; Hearings; Pregnancy; *Pregnant Students; *Public Health Legislation; Secondary Education; Sex Education; Sexuality; Youth Problems
IDENTIFIERS- Congress 103rd

The Senate Subcommittee met in order to examine the alarming increase of out-of-wedlock teenage pregnancies in the United States. Information provided at the hearings included: the scope of the issue; input from experts on what is causing the increases being recorded; different approaches to reducing teen pregnancy; and, teen parent perspectives. Statements were given by organizations such as: Women's Health Services, Teen Services Program, Athletes for Abstinence, Family Court Division of the City of Philadelphia, Sex Respect, Inc., and the Philadelphia Board of Education. Dr. Jocelyn Elders, Surgeon General, also gave a statement. Topics discussed include: pressure to become sexually active, role of mass media, young men's responsibility, the role of parents, comprehensive health education, abstinence, welfare, and the use, cost, and availability of Norplant were addressed. Extensive charts, graphs, program descriptions, and testimony are included. (JBJ) on: (1) personality type and the preference for reading spiritual literature; (2) what clergy, non-clergy adults, young adults, and children have found helpful in their spiritual growth; (3) the differences in the spiritual growth between men and women; and (4) the differences between religious and non-religious persons regarding what they have found helpful in their spiritual growth. Contains an 80-item bibliography, a 46-item list of works by spiritual masters. (KW)

ED 386 667 CG 026 497

Ronkonen, Lyyli; Skripjuk, Igor
The Problem of Personality in Soviet and Russian Pedagogics. Research Bulletin 86.
PUB DATE- 94
NOTE- 51p.; Prepared within the context of Professor Erkki A. Niskanen's Research Project: "Personality as an Educational Development."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Foreign Countries; *Instruction; Motivation; Orientation; *Personality; *Personality Assessment; Personality Studies; Personality Theories; *Personality Traits; Psychological Studies; Psychology; Social Psychology; Sociology
IDENTIFIERS- *Russia; *USSR

There is no comprehensive understanding of the idea of personality in Soviet and Russian pedagogics. Past discussions about personality have focused on personality orientation as determined by the prevailing motives that explain the behavior and conduct of man. In soviet psychology, the nature of man is considered to be his relations to other men, to his surrounding ecological and social spheres, to his occupation, and to himself. In pedagogics, personality has a rather wide dimension. Considering the varied interpretations, it is clear that the idea of personality has many aspects, each of which needs investigation. Early Russian reference sources did not even contain the word "personality" as a separate entry, despite the fact that Russian philosophers paid a great deal of attention to human problems. As time passed, various definitions of personality emerged. The nature of personality cannot be understood outside its relations to society, however. In a sense, personality is a reflection of the historical conditions of a person's life. Yet historical context cannot account for all the specific behaviors, motives and values that make up an individual's personality. The personality is a hierarchy of relationships, those representing the major needs and interests being at the top. They form the nucleus, which influences all other relationships of an individual, their stability and other qualities. (Contains 156 references.) (KW)

PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; Critical Thinking; Grade 1; Primary Education; Reading Aloud to Others; *Reading Comprehension; *Reading Improvement; Reading Research; *Thinking Skills
IDENTIFIERS- Rockford School District 205 IL

A study investigated the effectiveness of a method for teaching strategies to students in order to increase their levels of reading comprehension. The targeted population consisted of first-grade students from three schools located in lower- to middle-socioeconomic neighborhoods in Rockford, Illinois. The problem of below grade level reading comprehension was documented by Stanford Achievement Test scores, and further data were collected from the passage comprehension section of the Woodcock Johnson Tests of Achievement (revised), and teacher-made assessments. Analysis of the probable cause data revealed that children were limited in life experiences and in their prior knowledge they brought to literature, and children were not taught higher level thinking skills and reading comprehension strategies in kindergarten. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of two major strategies of intervention: modified instructional practices that would increase the students' base of experiences, and procedures for teaching higher order thinking skills. Post-intervention data indicated a development of higher order thinking skills, and an increase in the level of reading comprehension. (Contains 25 references, 6 tables, and 3 figures of data. Appendixes present numerous survey instruments, a list of suggested books for "read alouds," and nine lesson plans.) (Author/RS)

Holland, Kathleen, Ed.; And Others
Alternative Perspectives in Assessing Children's Language and Literacy.
PUB DATE- 94
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Child Language; Elementary Secondary Education; Ethnography; Evaluation Methods; Language Arts; Language Skills; *Literacy; *Reader Response; Sociolinguistics; *Student Evaluation; *Writing Evaluation
IDENTIFIERS- *Alternative Assessment; *Response to Literature

Suggesting many ways (not just one way) to understand what children are doing with language and literacy, this book presents essays that address the need for alternative perspectives as well as anthropological, socio-psycholinguistic, and reader response perspectives in assessing children's language and literacy. After "Introducation: What Is an Alternative?" by editors, David Bloome, Kathleen Holland, and Judith Solsken, part 1, which discusses the need for alternative perspectives, includes essays: (1) "Language, Culture and the Implications of Assessment" (Karla Holloway); and (2) "Towards an Alternative View of Writing Assessment" (Loren S. Barritt). Essays in the second part, which discusses anthropological perspectives, are: (3) "The Language of Testing: An Ethnographic-Sociolinguistic Perspective in Standardized Tests" (Catherine Emihovich); (4) "You Can't Get There from Here" (David Bloome); and (5) "Assessing Students as Members of a Literate Community" (Beth Gildin Watrous and Jerri Willett). A discussion follows: "Assessment in My World" (Maryann Jennings). Essays in the third part, which discusses socio-linguistic perspectives, are: (6) "Alternative Language Assessment: Communicating Naturally with Students in Assessment Contexts" (Helen B. Slaughter); (7) Assessing the Written Language Abilities of Beginning Writers" (Jo-Anne R. Wilson Keenan); and (8) "Looking at Their Own Words: Students' Assessment of Their Own Writing" (Susan Benedict). A discussion follows: "Making Assessment a Process" (Nina Tepper and Rocio Costa). Essays in the fourth part on reader response perspectives are: (9) "Children's Response to Literature: Isn't It about Time We Said Good-Bye to Book Reports and Literal Oral Book Discussions?" (Kathleen Holland and Susan Lehr); (10) "Assessing Literary Understanding through Oral Language" (Joanne M. Golden); and (11) "Children's Group Discussions of Literature: Fertile Ground for Informal Oral Language Assessment" (Lenore Carlisle). A discussion follows: "Unleashing the Potential of Children's Responses to Literature" (Leslie Shaw, Deborah G. Jacque, and Cheryl L. Taylor). (RS) a good place to start because many of her rhetorical moves are characteristic of much feminist scholarship. She begins by dividing feminism into types, such as feminism, cultural feminism, and postmodern feminism. Her analysis of several articles posits that the dividing of feminism into types or camps reinforces the "boundary-marking logics" of modernist knowledge, and, at the same time, generates the possibility, or rather, the inevitability of a happy alliance through the eradication or tolerance of differences. What is dangerous about this approach is that it risks reducing feminism to taxonomies that are easily mastered and shores up the profession's commitment to consensual knowledge, while reinforcing the commitment to oppositions (and its corollary, the happy alliance) that structures and limits much student writing about differences. What if the profession gave up its rhetoric of oppositions--what else might it do? It might, for one thing, interrogate its own motives for attempting to conjoin discourses; it might, for another, attend more to the politics of writing. (TB)

IDENTIFIERS- *Point Loma Nazarene College CA

Point Loma Nazarene College in San Diego, California, provides special academic support for its provisionally admitted students through its Program Quick Start, a collaborative, cross-disciplinary project involving the fields of literature and biology. The fully accredited college provides higher education in the liberal arts and preparation for service and leadership in selected professions for students who desire such an education in an environment of vital Christianity in the evangelical and Wesleyan tradition. Five to 10% of each incoming class is comprised of provisionally admitted students who do not satisfy admission requirements. Before this program, the college had little success in retaining these students. Based on a 2-year, small sample trial, the Dean of Liberal Arts at the college has learned that: (1) Program Quick Start seems to work; (2) interdisciplinary efforts are difficult to establish and maintain; (3) the importance of joint faculty-administrator efforts; (4) there were few models to follow; (5) the close tie between program development and finances; (6) many people expressed interest, concern, or reservations about the program; (7) the importance of marketing; and (8) the only way the program will survive is for it to be required of every provisionally admitted student. (RS)

shopping for the needs of the pending infant. It is very likely that the brainstormed interactions will require supplies for implementation. The last step is the delivery of the infant, i.e., the simulation, and a pre-test with select participants whose feedback help the developers adjust the simulation as it "matures." (Contains 24 references.) (TB)

ED 386 764   CS 509 022

Lynch, Patricia L.
The Affective in Multicultural Communication.
PUB DATE- 22 Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Communication Problems; *Cultural Differences; Experiential Learning; Higher Education; *Intercultural Communication; Racial Bias; Speech Communication; *Student Reaction; Teacher Student Relationship
IDENTIFIERS- *Communication Patterns

Teaching intercultural communication differs greatly from teaching many other courses within communications and the larger curriculum. How the audience is impacted differs from most courses, and ignoring that reality short-circuits a professor's ability to maximize the learning experience. With goals of understanding and bridging cultural differences, intercultural communication, directly and indirectly, draws students to intrapersonally focus on differences; students are asked to deal with awkward or insecure aspects of themselves. In addition, learners are requested to openly communicate about sensitive personal and social differences. When dealing with the tenuous, unknown, or uncomfortable, many students use silence, glib retorts, noncommittal comments, or masking behaviors to cope. Further, there are several variables inherent in the audience dynamics of students who decide to take an intercultural communication course. These students come with gleeful enthusiasm and a rather self-aggrandizing mindset of being fully open, non-prejudiced, curious, and skilled in dealing with differences. There are times when these students seem to believe that there is little for them to learn. Powerful instructional guidance for dealing with such problems is found in P. G. Zimbardo's seminal work, "Influencing Attitudes and Changing Behaviors," which lists several suggestions for getting students to focus on their behavioral experiences or getting them involved in behavioral experiences. Learning is most fully facilitated by inviting learners' cognitive, affective, and behavioral involvement with course content. (Contains a model and nine references.) (TB)

Blanchard, Charles Patrick; Karr-Kidwell, PJ
Site-Based Management: Teachers' Attitudes and Administrative Style. A Literary Review and Recommendations.
PUB DATE- 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Change; *Educational Innovation; Elementary Secondary Education; Flexible Scheduling; *Participative Decision Making; *School Based Management; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Influence; Teacher Role
IDENTIFIERS- *Texas

Many kinds of educational reform, especially site-based management, have contributed to teacher empowerment. The success of these reforms, however, is contingent upon administrative leadership that is willing to share power. This paper describes the attitudes of teachers toward site-based management (SBM), with a focus on the effects of administrative style on SBM. The first part offers a review of literature of recent kinds of educational reforms, including site-based management, curriculum and instruction, calendar changes, and experimental education. The second part offers recommendations based on the literature reviews, on discussions with teachers in the Grand Prairie Independent School District (Texas), and personal observations. First, Texas school districts should continue to use or implement reform programs described in the literature-review section. Second, districts should pursue SBM because teachers are more committed to change when they are involved in policy formation and decision making. Finally, two surveys--"Teacher Empowerment Through Site-Based Decision Making" (Pope) and "Site-Based Decision-Making Survey" (Charles)--should be conducted every three years at diverse sites to identify teacher/administrator perceptions of school-based management. Appendices contain a list of strategies rated by principals for their effectiveness with at-risk students and copies of the two proposed questionnaires. (Contains 52 references.) (LMI)

Educational Objectives; Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Federal Programs; Federal State Relationship; *Financial Support; Policy Analysis
IDENTIFIERS- *Improving Americas Schools Act 1994

The articles in this book examine the prominent elements of the Improving America's Schools Act, including the reauthorization of the Elementary and Secondary Education Act (ESEA). They describe how the large federal aid-to-education programs were brought into accord with the new agreement contained in Goals 2000. The book begins with a preface by Douglas Bedient and Michael D. Usdan, an introduction by John F. Jennings, and "Commentary on the Nature of an Omnibus Bill" (John F. Jennings). Part 1 reviews the general debate that occurred and the direction of the changes. Articles include: (1) "The Improving America's Schools Act: A New Partnership" (Marshall S. Smith, Brett W. Scoll, and Valena White Plisko); (2) "A Nickel on the Dollar" (Richard P. Mills); and (3) "Reinventing Education in the Image of the Great Society" (Bruno V. Manno). Changes in the Chapter 1 program, now called Title I, are described in part 2. Articles include: (4) "Improving America's Schools for Children in Greatest Need" (Thomas W. Payzant and Jessica Levin); and (5) "Making Schools Work for Children in Poverty" (Kati Haycock and David Hornbeck). Articles in part 3 describe the changes made in some of the other major programs: (6) "Professional Development and Education Reform" (Thomas C. Sawyer); (7) "The Chapter 2 Program" (Steve Gunderson); (8) "Beyond Ideology: Educating Language-Minority Children through the ESEA" (Xavier Becerra); (9) "Bilingual Education and the Future of America" (Tony Roth); (10) "Impact Aid: Education's Bramble Bush" (Claiborne Pell); and (11) "The 1994 Reauthorization of the Safe and Drug-Free Schools and Communities Act" (Christopher J. Dodd). The fourth part describes two opposing views of the social amendments that were considered in the debate on ESEA: (12) "The Reauthorization of ESEA" (Gary L. Bauer); and (13) "The Holy War on the 'Unholy' Elementary and Secondary Education Act of 1994" (John H. Buchanan). References accompany some chapters. (LMI)

and special education. Of issues on the reform agenda, they placed most value on teacher, parent, and community involvement. Seven figures and five tables are included. (LMI)

ED 386 823 EA 027 037

Accountability in Education: Discussion Paper.
PUB DATE- 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; Educational Assessment; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Evaluation Utilization; Foreign Countries; *Information Dissemination; Needs Assessment; Outcomes of Education; *Public Opinion; Public Relations; *School Effectiveness
IDENTIFIERS- *Alberta

To make the education system more open and accountable, Alberta (Canada) designated in 1994 the formation of an MLA (Member of Legislative Assembly) implementation team for educational accountability. The MLA team is consulting with Albertans about which results should be included in school reports, which measures should be used to report educational outcomes, and how the results should be communicated. This document is comprised of a discussion paper, which is being used by the MLA team to conduct a third, broader phase of consultation with educational stakeholders during January and February 1995. Following the introduction, section 2 summarizes themes that emerged from the MLA team's consultations, some of which include: (1) parents want more information and better access to results at all levels of reporting; (2) people feel that accountability data must be used to improve education; (3) the public wants to be involved in developing improvement plans; (4) people want to know how the budget relates to educational outcomes; (5) student results should reflect the range of academic and nonacademic achievements; and (6) measures must make sense and be closely linked to improvement goals. Section 3 contains a prototype school report and school board report. The fourth section reports what consultants said they wanted to see regarding contextual information, student results, financial information, satisfaction measures, improvement goals and action plans, communication of educational outcomes, and their suggestions for improving the prototype reports. An attached booklet contains a questionnaire for gathering feedback on the prototype reports. (LMI) communities, and mass media; higher levels of learning; final recommendations; and a hopeful look to the future. (Contains 90 references.) (DB)

ED 386 842 EC 304 231

Lloyd, Sandra R.
Teacher Traits Students Find Helpful or Bothersome: Implications for the Inclusive Classroom.
PUB DATE- 6 Apr 95
NOTE- 9p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Classroom Communication; Classroom Environment; Elementary Secondary Education; Emotional Response; *Inclusive Schools; Learning Experience; Learning Problems; *Mild Disabilities; *Student Attitudes; *Student Reaction; *Teacher Student Relationship

The views of students with learning and behavior problems about how teachers can help them were investigated. The 40 students had mild disabilities and were in grades kindergarten through grade 12 in resource rooms, content mastery centers, and general education classes. Structured interviews addressed the following questions: What do you enjoy doing at school? What is the hardest thing for you at school? What kinds of things do teachers do that help you? What kinds of things do teachers do that bother you? and What could we do at school to make things easier for you? Student responses are presented for each question. Results indicated that the major impact that teachers make on many students with learning problems is the personal relationship they develop with the student. The teacher who takes time to encourage or the teacher who gets frustrated because a student is slow in completing work has a major impact on how students feel about themselves and about their work in general. It is suggested that if more students with disabilities are educated in inclusive settings, teachers need to be more aware of the way their tone of voice and quality of their interaction with students affects how well students learn and how frustrated they become with the entire educational system. (SW)

these areas of convergence are offered: interventions to address the vocabulary delays of diverse learners should align goals for depth of word knowledge with instructional techniques; and interventions to increase vocabulary knowledge of diverse learners should move systematically toward ensuring that students become independent word learners. Five principles of instructional design are then discussed: conspicuous strategies, strategic integration, mediated scaffolding, priming background knowledge, and judicious review. For diverse learners, it is suggested that vocabulary instruction helps in learning many words at the level of verbal association and fewer words at the level of partial and full concept knowledge. Vocabulary instructional approaches which apply the principles of instructional design are considered, such as semantic mapping, computer assisted instruction, student practice of words that have been learned in multiple subject areas or learning contexts, using external supports and materials during initial learning, helping students draw on their personal experiences to understand new information, and reviewing previously learned words. (Contains 18 references.) (SW)

Drill, Janet, Ed.; Sorenson, Barbara, Ed.
VISAGE: Videos in Special and Gifted Education Machine-Readable Data File.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Databases; *Disabilities; Educational Methods; Elementary Secondary Education; *Gifted; *Videotape Recordings

This computer-searchable database, available on diskette in DOS and Macintosh versions, contains descriptions of approximately 475 video and other media products related to special education of students with disabilities and/or giftedness. Most of the products listed are videotape recordings; other formats include audiocassettes, films, filmstrips, and slides. Information provided for each database listing includes: title; subject; area of exceptionality; format; length; special features (such as discussion guides, teachers' guides, worksheets, and captioning for individuals with hearing impairments); description; intended audience; awards; producer; availability; and purchase and rental price. (JDD)

Association of Louisiana Evaluators (Lafayette, LA, September 28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Deaf Blind; Disability Identification; Early Intervention; *Educational Practices; Elementary Secondary Education; *Family Involvement; Infants; Information Needs; Information Systems; Needs Assessment; Parent Education; Preschool Education; *Program Administration; Program Evaluation; Program Implementation; Staff Development; State Programs; Technical Assistance; Toddlers; Transitional Programs
IDENTIFIERS- *Louisiana

Evaluation results for 1993-94 are presented for a Louisiana program to increase family participation in educational services for children with deaf-blindness and to coordinate services with federal initiatives. The program involves student identification, family training, infant and toddler direct services, technical assistance, transition planning services, and systems change. The program evaluation resulted in development of various objectives, including: (1) organize project resources, including staff training; (2) improve identification of eligible children who are deaf-blind; (3) utilize a computerized system to track and maintain information on children referred for evaluation and special education; (4) increase the ability of families to access services for the child, aged birth to 22, who is deaf-blind, and for the family unit; (5) integrate infants and toddlers, aged birth to 2, into community programs and/or assist agencies to provide transition services for this population; (6) improve the provision of services in the least restrictive setting, ensure that the curriculum results in functional outcomes, and utilize published "best practices" standards to evaluate and revise intervention and educational programs; and (7) assist agencies to provide transition services for young adults with deaf-blindness. (SW)

and assessment tasks. The listening construct is defined as the process of receiving, attending to, and assigning meaning to aural stimuli. Questions should be developed while listening to, not reading, the intended passage. Selection of passage may depend upon orality versus literacy, audio versus video, passage length, content familiarity, vocabulary and sentence structure, elaborations and redundancies, speech rate and pauses, and fuzzy word boundaries or other speech phenomena. Consideration must be given to type of response expected, including multiple choice, true-false, open-ended, recall, and nonverbal. Presentation effects should also be part of the decision, such as advance organizers, language of instructions and questions, and uniformity of presentation. New tests should be refined by pilot testing before actual use. (Contains 41 references.) (NAV)

ED 386 917 FL 022 934

Longan, Nathan
Novice Situation Cards: The Scripted Situation.
PUB DATE- Apr 95
NOTE- 5p.; AATSEEL = American Association of Teachers of Slavic and East European Languages.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- *Classroom Techniques; *Dialogs (Language); *Oral Language; *Russian; *Second Language Instruction; Second Language Learning; *Speech Communication; Uncommonly Taught Languages
IDENTIFIERS- *ACTFL Oral Proficiency Interview

This article suggests that to better prepare students for the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interview, it is up to instructors to see that these students are better prepared in oral, creative speech. Bridging exercises between dialogue memorization and personalized situations can be used to help students internalize the language of dialogue. The scripted situation is a simple bridging exercise that presents dialogue, line by line, on two cards that students work through in pairs. Although scripted text exercises do not lend themselves well to grading, they are excellent sources for detection of pronunciation problems and intonational errors. These cards can draw timid students from their attachment to a memorized text and can serve as prompts for student performance-based evaluations. The scripted situations are written in English and can be easily developed on 3x5 cards or on a computer page. Over time, scripting instructions can be reduced until only the Russian word and a few English words will set the situation and expected dialogue. (Contains seven references.) (NAV) students as teaching assistants. Finally, the implications for university faculty of students undertaking academic study in a non-native language are also explored. (MSE)

ED 386 936 FL 023 247

McFarland, Katherine P.
Language Acquisition & Development for Bilingual/ESL Programs.
PUB DATE- Jul 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; *Bilingual Education; Course Content; Course Descriptions; Course Organization; Educational Objectives; *English (Second Language); Grades (Scholastic); Higher Education; Instructional Materials; Interviews; Linguistic Theory; *Literacy Education; Portfolios (Background Materials); Questioning Techniques; Second Language Instruction; Second Language Learning; Student Evaluation; Student Projects; Teacher Education; *Teacher Education Curriculum; Vocabulary; Writing Processes
IDENTIFIERS- Sam Houston State University TX

The outline for a college-level education course on bilingual education and English-as-a-Second-Language (ESL) instruction is presented. Emphasis is placed on principles of dual language instruction and the Texas state education agency's plan for these areas of instruction. Major areas covered include language development, language learning theory, legal aspects, program design, curriculum design, instructional methods and strategies, assessment, and cultural issues in the classroom. The outline specifies course objectives and details course requirements, including those for attendance and participation, accommodation of student disabilities, quizzes and exams, a research program design paper, student portfolio, group presentations, shared readings, and interviews of self-reported good readers and writers. A course calendar is included, as are project scoring sheets, a list of study questions, a vocabulary list, shared reading exercise, grading criteria for shared reading, and student guidelines for the two interview projects. (MSE) responded to 998 quick action requests. Training participants numbered 1,653, with teachers the most common participants, and administrators and project directors a substantial proportion. A major activity was long- and short-term local staff development planning. Coordination with other agencies was another major focus of effort. Trends and issues fared currently include changes in school governance, collaboration across programs, alternative assessment, assessment aligned to high standards and revised curricula, and effective use of educational technology. (MSE)

ED 386 958 FL 023 275

McKay, Penny
Long-Term Mapping and Measurement in School ESL--Some Perspectives.
PUB DATE- Jan 92
NOTE- 15p.; Paper presented at the National Conference of ACTA/VATME (Melbourne, Victoria, Australia, January 13-17, 1992). In: Documents on Bandscale and Language Acquisition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Foreign Countries; *Long Range Planning; Program Development; Second Language Instruction; *Second Language Programs; *Testing
IDENTIFIERS- Australia

The paper surveys a number of projects and documents that are attempting or have claimed to describe a "long-term view" of English-as-a-Second-Language (ESL) learning in schools. A long-term approach involves mapping needs and common pathways and measuring (assessing and reporting on) progress across learners, classes, and year levels. Long-term mapping provides reference points for teachers in teaching and discussing progress, provides a common language, and facilitates continuity of teaching and learning. Current approaches to long-term mapping and measurement are reviewed, including those with an ESL focus and those with a subject-English or general literacy focus. Canadian and British curriculum models are described briefly. Educational, assessment, pragmatic, and political issues in long-term ESL mapping and measurement are then outlined, particularly as they apply in the Australian context. Integration of ESL planning with overall subject-English and literacy education planning is urged. A brief bibliography is included. (MSE) discussed. Comparisons are made of U.K. research assessment approaches and U.S. research doctorate program assessment using measures of the National Academy of Sciences. Implications of U.K. approaches to assessment for U.S. institutional researchers are addressed. Generally, the British results give support to the use of some quantitative measures of research outputs and inputs as indicators of overall research quality; however the system would be unlikely to transfer successfully into a new setting if the underlying purpose diverges in any way from the British experience. (Contains 16 references.) (SW)

ED 386 976 HE 028 557

Sharp, Bobby; And Others
College and Departmental Funding and Its Relationship to Full-Time Equivalence at Appalachian State University. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Credits; Departments; *Full Time Equivalency; Graduate Study; Higher Education; *Institutional Research; *Resource Allocation; *State Universities; *Teaching Load; Undergraduate Study
IDENTIFIERS- *AIR Forum; *Appalachian State University NC

The way that funding allocations are made to colleges and departments at Appalachian State University (ASU) (North Carolina) was examined. Funding patterns related to full-time equivalent (FTE) enrollment and faculty allocation units (FAU) were addressed. An account is provided on attempts to gather information on how funds are distributed to colleges and universities in other states. Comparison data for 15 North Carolina universities are presented on funding ratios indicative of the number of FTEs per FAU and general funding appropriations per full-time student. For ASU, data and graphical displays are provided on: numbers of FTE positions assigned to the different departments; number of student credit hours generated for 1992-93 by level (lower division, upper division, and graduate) for the colleges of arts and sciences, business, education, and fine arts; and the relationship between credit hours and faculty allocations by college and level. Most of the variance in FAUs was explained by either total undifferentiated credit hours generated or FTE student numbers. Allocation of faculty resources was not conditioned by level of courses generating student credit hours. There was little relationship between FAUs and the number of student credit hours generated by upper division and graduate level courses. (Contains 16 references.) (SW)

hierarchical position of each administrative faculty position was ranked, as were the supervisory responsibility and budgetary authority of each position. Additional study variables included the regional market value of each position, the individual's highest degree, the number of years in the position, professional experience, and individual performance in the position. Using these variables, the university-wide model explained 77 percent of the variance in salaries. Value issues that arise regarding salary equity studies are identified, and the importance of gaining support of high-level administrators for conducting such studies is emphasized. (Contains 15 references.) (SW)

ED 386 995 HE 028 576

McKinzie, Evonne
The Quality Initiative in Minnesota: What One University Is Doing with Assessment. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Objectives; Educational Quality; *General Education; Higher Education; *Institutional Research; *Liberal Arts; Role of Education; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- *AIR Forum; *Bemidji State University MN

An initiative to assess educational quality at Bemidji State University (Minnesota) involved asking 622 students (82% of intended 750 students) whether they thought they were receiving a liberal education and whether they believed that liberal education is a necessary component of higher education. Liberal education in this study was defined as that part of higher education which includes critical thinking, cultural diversity, responsible citizenship, global understanding, value clarification, and scientific and quantitative reasoning. Each of these components was also defined. Results suggest that not only did the majority of students believe that they were not receiving the intended outcomes of a liberal education, but more than half the respondents felt that a liberal education is not a necessary component of higher education. Information is provided on findings for the following research questions: views of undergraduate students on the need for liberal education, views of freshmen and sophomores compared to juniors and seniors regarding a liberal education, differences in views by students in different study fields, views of students based on their final grades, the effect of student age on views regarding a liberal education, views of students who felt they were well prepared in high school versus those who felt they were not well prepared, and whether students felt they were encouraged to see relationships among disciplines. (Contains 19 references.) (SW)

ED 386 996 HE 028 577

Bielen, Leslie De Reus; Mehallis, Mantha
Answering the "Hot Topics" with One Comprehensive Document. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Accountability; Documentation; Educational Quality; Higher Education; *Information Management; Information Needs; *Institutional Research; Models; Organizational Communication; Reports; Self Evaluation (Groups); Total Quality Management

ED 387 013 HE 028 594

Dey, Eric L.; And Others

Does Being Student-Centered Lead to Lower Academic Standards? Faculty Orientations and Undergraduate Grading Practices. AIR 1995 Annual Forum Paper.

PUB DATE- May 95

NOTE- 33p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Academic Standards; College Faculty; College Students; Grade Point Average; *Grading; Higher Education; *Institutional Research; Student Attitudes; *Student Evaluation; *Student Participation; Teacher Attitudes; *Teacher Student Relationship

IDENTIFIERS- *AIR Forum; Cooperative Institutional Research Program

This study investigated an apparent dilemma suggested by previous research on faculty orientations toward students and academic standards. Some research suggests that encouraging faculty to be student-centered is an effective way to increase student learning and development, while other research indicates that being student-centered leads to lenient grading and lower academic standards. Information was obtained from 134 institutions based on a longitudinal data set from the Cooperative Institutional Research Program, providing a nationally representative cohort of college freshmen who completed questionnaires upon entry in 1985 and again 4 years later in 1989. Faculty data were obtained from a Higher Education Research Institute survey of teaching practices. Student-centered evaluation methods were considered to be student presentations, student evaluations of each others' work, and weekly essay assignments. Using a series of multiple regression analyses predicting undergraduate grades, it was found that student evaluation practices and the ways in which faculty viewed their orientations toward students were not significantly related to institutional average grades. Faculty views of student-centeredness were also unrelated to institutional grades. (Contains 40 references.) (SW)

ED 387 014 HE 028 595

Hurtado, Sylvia; And Others

Social Interaction on Campus: Differences among Self-Perceived Ability Groups. AIR 1995 Annual Forum Paper.

PUB DATE- May 95

NOTE- 38p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Ability; Ethnic Groups; *Ethnic Relations; *Extracurricular Activities; Higher Education; *Institutional Research; Interpersonal Relationship; Minority Groups; Racial Attitudes; *Racial Relations; Recreational Activities; *Social Life; Student Attitudes

IDENTIFIERS- *AIR Forum; Cooperative Institutional Research

ED 387 032 HE 028 613

Struthers, C. Ward; And Others
Assessing Dispositional Coping Strategies in College Students: A Domain-Specific Measure.
PUB DATE- 22 Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Students; *Coping; Higher Education; *Measurement Techniques; Research Methodology; *Stress Management; Student Attitudes; Student Motivation; *Test Construction; Test Reliability; Test Validity

Two studies were conducted to develop an academic specific measure of college students' coping styles and to examine the relationship among student stress, coping style, motivation, and performance in a field setting. The measure of student coping style, the SCOPE instrument, included important academic coping strategies. For the first study, participants were 515 introductory psychology college students who were asked to imagine themselves doing poorly on a test. Then they responded to several measures including SCOPE. With these responses the SCOPE was refined to demonstrate acceptable internal consistency and psychological construct validity. For the second longitudinal study, 170 introductory psychology students imagined they were doing poorly, responded to SCOPE and other measures, and reported on their stress about their performance in their introductory psychology course and their future academic motivation, and how they regarded the importance of doing well in the course. These data were compared with students' actual grades at the end of the academic year. Results indicated that SCOPE demonstrated reliability and validity and that students' coping style relate to their motivation and performance. In addition, the relationship between stress and performance is in part buffered by students' academic coping style and motivation. (JB)

ED 387 033 HE 028 614

Han, Tianqi; Ganges, Tendaji W.
A Discrete-Time Survival Analysis of the Education Path of Specially Admitted Students.
PUB DATE- 22 Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Students; Dropout Research; *Educationally Disadvantaged; Higher Education; Minority Groups; School Holding Power; Student Attrition; Student Characteristics
IDENTIFIERS- *Northern Illinois University; *Survival Analysis

This study used survival analysis (also called event history analysis) to investigate how long specially admitted students at Northern Illinois University persist, in which year of their education they are most likely to leave, and if the risk of

ED 387 051 HE 028 633

Lowman, Joseph
Mastering the Techniques of Teaching. Second Edition.
PUB DATE- 95
NOTE- 344p.; For the first edition, see ED 248 734.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *College Instruction; Course Content; Discussion (Teaching Technique); Faculty Evaluation; Higher Education; *Instructional Improvement; Interpersonal Relationship; Lecture Method; Student Evaluation; Teacher Behavior; *Teacher Effectiveness; Teacher Student Relationship; Teaching Assistants; Teaching Models; *Teaching Styles

This book examines elements of good college teaching and ways to master effective teaching techniques, drawing on direct observation, research on teaching and learning, and student accounts of outstanding professors. Chapter 1 reviews research on exemplary teaching and proposes a two-dimensional model of effective college teaching based on intellectual excitement and interpersonal rapport. Chapter 2 examines the classroom as an interpersonal arena in which students and instructors attempt to meet basic psychological needs and reveal their underlying personalities in the process. Chapter 3 focuses on developing interpersonal skills and teaching style, while chapter 4 examines techniques for analyzing and improving classroom performance. Chapter 5 reviews the selection and organization of material for classroom presentations, while chapter 6 focuses on the enhancement of learning through classroom discussion. Chapter 7 covers the planning of course content and teaching techniques to maximize student interest, while chapter 8 discusses the integration of learning in and out of the classroom. Chapter 9 concentrates on evaluating student performance, while chapter 10 reviews the art, craft, and techniques of exemplary teaching. (Contains approximately 265 references.) (MDM)

ED 387 052 HE 028 634

Thompson, Karen
Central Contingencies: Part-Time Faculty and the Future of Higher Education.
PUB DATE- 6 May 94
NOTE- 13p.; Paper presented at a conference entitled Academic Unionism and Part-Time Faculty: Strategies for Change (New York, NY, May 6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collective Bargaining; Employment Opportunities; *Employment Problems; Higher Education; *Part Time Faculty; *Teacher Salaries; Teaching Assistants; Tenured Faculty; *Unions
IDENTIFIERS- *Exploitation; Rutgers the State University NJ; Temporary Employment

This paper examines the role of part-time college faculty in higher education, the job market for prospective faculty, the role of unions in organizing part-time faculty, and possible

ED 387 071 HE 028 656

Herskovic, Shlomo, Ed.
The Higher Education System in Israel: Statistical Abstract and Analysis.
PUB DATE- Jun 95
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110), Collected Works - Serials (022)
DESCRIPTORS- Access to Education; College Faculty; Degrees (Academic); Educational Facilities; Educational Finance; Foreign Countries; *Higher Education; Program Design; Research; *Statistical Data; Student Characteristics; Teacher Characteristics; Undergraduate Study
IDENTIFIERS- *Israel

This biannual statistical abstract of the higher education system in Israel provides updated, comprehensive, detailed data as well as a chapter summarizing and analyzing the main findings using international comparisons. Chapter 1 contains the summary of findings. Some of the key findings are: (1) most undergraduates are holders of Israeli matriculation certificates; (2) the proportions of non-Jews and of Jews of Asian and African origin attending institutions of higher education is significantly lower than their share of the 18-year-old population; (3) the total number of higher education students in 1992-93 was 99,800; (4) 73 percent of students in 1992-93 were undergraduates; (5) 55.2 percent of students in 1992-93 were women; and (6) the transition rate of master's students going on to doctorates was 30 percent. Chapter 2 contains data on the potential for and access to undergraduate study. Chapter 3 contains data on students in higher education. Chapter 4 covers the progression of studies at universities. Chapter 5 describes recipients of degrees. Chapter 6 contains data on higher education staff. Chapter 7 contains financial and physical information on institutions. Chapter 8 contains data on inputs and outputs of university research. Chapter 9 looks at Israeli students and degree recipients abroad. Appended are a brief outline of the higher education system and technical details. Many tables and figures present the data in detail. (JB)

ED 387 072 HE 028 657

Hamilton, Neil
Zealotry and Academic Freedom: A Legal and Historical Perspective.
PUB DATE- 95
NOTE- 402p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; *Civil Liberties; College Administration; College Faculty; *Court Litigation; *Educational History; Higher Education; *Politics of Education; Standards

This book aims to explore academic freedom and the threats to it in higher education and among faculty, to present the history of academic freedom over the past 125 years, and to recommend measures to safeguard that freedom. The book argues that

ED 387 089 IR 017 306

Anderson, John A.
Organizational Leadership through Information Technology.
PUB DATE- 95
NOTE- 10p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; Communication (Thought Transfer); Computers; Computer Software; *Computer Uses in Education; *Higher Education; *Information Scientists; *Information Technology; Organizations (Groups); *Professional Personnel; Telecommunications; Users (Information)
IDENTIFIERS- Role of Technology

The role of information technology (IT) is changing, and is becoming more important for the overall success of colleges today. The structure of IT has not changed much through the years, but a greater amount of institutions exist where multiple areas of technology are being merged back into a single IT organization. The model of IT explored in this paper has the three major components of hardware, software, and personnel. These basic resources are the core of IT, with communication as the gravity that holds everything together and enables all functionality. Communication technology is growing rapidly, and is the largest contributor to the changes in IT. Surrounding the trio of resources are the structural layers of organization, management, planning, policy, and procedure. The internal and external forces that are always trying to alter or deteriorate the structure which keeps IT operational, efficient, and self-sufficient complete this IT paradigm. Some of these forces are: executive management; innovations in hardware/software/communication, government and other intervention, user demand; obsolescence; and image and attitudes. Insight is provided into each of these components of IT. It is concluded that the most important factor is the acceptance by the entire college community of IT as a group of professionals devoted to the technological health of the whole institution. It is the IT organization's responsibility to be as knowledgeable as possible about current technologies, demonstrate an image of professionalism, and encourage the use of technology as the most important tool for faculty, staff, and students. (Contains seven references.) (MAS)

ED 387 090 IR 017 307

Anderson, Stephen T., Sr.
Multimedia in the Classroom--Rejuvenating the Literacy Course.
PUB DATE- 95
NOTE- 5p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Software; Computer Uses in Education; Cost Effectiveness; Educational Benefits; Educational Media; Higher Education; Information Technology;

ED 387 109 IR 017 326

Shenouda, Wagih; Johnson, Gretchen
Cooperative Efforts To Integrate Computer Technology into Teacher Education Curricula.
PUB DATE- 95
NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Centers; Computer Literacy; Computer Selection; Computer Software Selection; *Computer Uses in Education; *Cooperative Learning; *Educational Development; Faculty Development; Higher Education; Information Policy; *Interdisciplinary Approach; *Teacher Education; Technological Advancement
IDENTIFIERS- *State University of New York Coll at Old Westbury

The Educational Technology Center and the Teacher Education Program at the SUNY College at Old Westbury (New York) used a cooperative approach to integrate computer technology into the teacher education curriculum and to train pre-service teachers how to use this technology successfully in the classroom. In 1989, the Teacher Education Program felt itself slow in entering the computer age; many faculty considered themselves computer illiterate. The faculty formulated a plan to remedy this situation by integrating technology across the teacher education curriculum, by not relying on specialized courses, and by finding a leader to implement the change. Software was purchased and a computer lab was dedicated to the program. Some faculty taught themselves about the technology and then volunteered to teach others. The Teacher Education Program also held a computer conference in 1993. Factors critical to the success of the cooperative effort include: (1) identifying a technology leader; (2) having the support of the faculty and administration; (3) using the clout of outside groups such as state agencies which mandate change; and (4) making support of computer use and literacy development part of the organization's mission. (Contains 17 references.) (AEF)

ED 387 110 IR 017 327

Snyder, Robin M.
Netware-Specific Network Security.
PUB DATE- 95
NOTE- 10p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Networks; *Computer Security; Computer Software Evaluation; *Computer System Design; Cost Effectiveness; Information Networks; *Information Systems; *Local Area Networks; Users (Information)
IDENTIFIERS- Client Server Computing Systems; Computer Users; *Network Management; Novell Netware; *Passwords

This paper focuses on practical and cost-effective NetWare-

ED 387 130 IR 055 652

The Power of Information: Transforming the World. Professional Papers from the Annual Conference of the Special Libraries Association (86th, Montreal, Quebec, Canada, June 10-15, 1995).
PUB DATE- 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Futures (of Society); Global Approach; Information Management; *Information Technology; *Librarians; *Library Role; Library Services; *Special Libraries
IDENTIFIERS- Internet; Virtual Libraries

These papers are intended to relate to a number of issues suggested by the overall conference theme of the power of information and how it is transforming the world. Most of the 11 papers cover a number of related issues--managing information, technological advances and their impacts, and new roles for librarians. Titles include: "The Information Factory: Issues for Management" (Colleen Allen and Gail Stahl); "Barriers and Facilitators to Information Resources Management as Perceived by Special Librarians" (Pierrette Bergeron); "The Development of a Global Information Service" (Beverly Colby); "The Role of Special Librarians in Establishing Internet Services" (Ron Davies); "Virtual By Default: An Essay on Automation, Planning, and the Small Academic Library" (Paul Doty); "The Re-Invention of the Corporate Information Model--The Information Professional's Role [illegible] Empowering Today's Workforce" (Patricia S. Foy); "Empowering Information Professionals through Strategic Repositioning Librarianship" (Chaucer Chaovun Liang, Isobel M. Neher, and Jennifer Y. Tsao); "Littleton Begins Work on 'Information Superhighway'" (Stephanie Neumann); "Librarianship at the Center of Cooperative Information Generation" (Bonnie Anne Osif); "Filters, Gateways, or Online Advisors--How Can We Develop Control Mechanisms for Intellectual Access in Virtual Libraries?" (Marcia Lei Zeng); and "Empowerment through Digital Access to Information: The Unique Role of Special Librarians in Creating Solutions" (Kelly L. Frey). (MAS)

ED 387 131 IR 055 653

Clement, Richard W.; Rounds, Laura A., Ed.
Strategic Planning in ARL Libraries. SPEC Kit 210.
PUB DATE- Aug 95
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Higher Education; Library Administration; *Library Planning; *Research Libraries; *Strategic Planning; Surveys
IDENTIFIERS- *Association of Research Libraries

This SPEC kit which contains its accompanying SPEC Flyer prepared by the Systems and Procedures Exchange Center (SPEC) focuses on strategic planning. A planning process which emphasizes redefining goals and objectives and reordering priorities based on a dynamic environment, strategic planning has been considered to be particularly applicable to the continuous technological flux and constantly changing situation of research libraries. In designing this survey on strategic planning, the ARL (Association of Research Libraries) was

ED 387 149 IR 055 677

Gopher It! Information On-Line at the U.S. Department of Education. Consumer Guide Number 13.
PUB DATE- Sep 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Educational Resources; Family Life Education; Federal Legislation; *Government Publications; *Information Sources; Statistical Data
IDENTIFIERS- *Department of Education; *Gopher; Internet; National Center for Educational Statistics

The U.S. Department of Education's (ED) National Library of Education is working to make a wide variety of reports, news releases, and other documents available through the Internet. The information available online is varied, and is constantly being updated. As of May 1995, the gopher site (gopher.ed.gov) included: full-text versions of key legislation, including the "Goals 2000: Educate America Act" and the "Improving America's Schools Act of 1994"; a collection of academic standards and documents about the development of standards, use of standards, and other standards-related issues; family involvement information, including full-text versions of the "Helping Your Child" series; "Education Consumer Guides" that provide brief descriptions of key educational programs, teaching and learning methods, and assessment techniques; and ED press releases, selected speeches and testimony by the Secretary of Education, and guides to ED programs. In addition, the National Center for Education Statistics (NCES) has placed full-text version of many of its report online, including "The Condition of Education," "The Digest of Education Statistics," "Education in States and Nations: 1988," and "Youth Indicators." A few tips are given on accessing information through the Internet. (MAS)

ED 387 150 JC 950 419

Walling, Susan
Integrating Academic and Vocational Skills.
PUB DATE- 3 Jun 95
NOTE- 32p.; Paper presented at the Annual Professional Development Conference (1st, Roxbury Crossing, MA, June 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; Adult Vocational Education; *Allied Health Occupations Education; Career Planning; Community Colleges; Computer Assisted Instruction; Counseling Services; English (Second Language); Outcomes of Education; Performance Contracts; Portfolios (Background Materials); *Program Design; *Program Effectiveness; *School Holding Power; Two Year Colleges; Welfare Recipients

The Allied Health Certificate Program at Massachusetts' Bunker Hill Community College has been successfully integrating academic and vocational education since 1986. The integration of English as a Second Language, academic education, and

ED 387 167 JC 950 469

Donnelly, Joseph C., Jr.
Successful Long-Term College Presidents and the Positioning of Their Institutions.
PUB DATE- Jul 95
NOTE- 24p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (7th, San Francisco, CA, July 23-26, 1995). Some pages contain uneven type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; *College Presidents; Community Colleges; Institutional Mission; Leadership Qualities; *Leadership Styles; Long Range Planning; *Management Teams; Organizational Objectives; Participative Decision Making; School Effectiveness; *Strategic Planning; *Teamwork; Two Year Colleges

A qualitative study was undertaken to examine similarities and differences in the leadership styles of two successful private liberal arts college presidents and two successful public two-year college presidents. During site visits, a series of semi-structured, open-ended interviews were conducted with the president, senior staff and faculty, trustees, members of presidential search committees, students, and union officers. The study indicated that the success of the college was linked to the success of the presidents' leadership styles. Each college had developed a clearly identified mission and the presidents exercised a strong leadership role in promoting this vision. The specific design and implementation of new projects and programs, however, is usually delegated to administration, who are held to high standards. In addition, each college in the study played a significant role in its local community, with the two-year college presidents expressing the idea that their colleges were owned by the community. All of the presidents were also fiercely proud of their colleges' instructional programs and academic quality and used the physical plant to enhance the college culture. Finally, change at the colleges in the study was driven by faculty ideas, but usually supported and enhanced the vision articulated by the president. Both presidents at the two-year colleges had "open-door" policies for staff and faculty to discuss new ideas. (Contains 40 references.) (KP)

ED 387 168 JC 950 470

Lever-Duffy, Judy C.
Strategies for Empowering Educators with Technology: A Presentation for the League for Innovation.
PUB DATE- 4 Nov 91
NOTE- 16p.; Paper presented at the Annual Conference of the League for Innovation in the Community College (San Diego, CA, November 4, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 387 184 JC 950 487

A Matter of Facts: The North Carolina Community College System Fact Book, 1995.
PUB DATE- Apr 95
NOTE- 115p.; For the 1994 edition, see ED 375 893.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Budgets; *College Administration; College Planning; *College Programs; Community Colleges; *Educational Finance; Enrollment; Enrollment Trends; Expenditure per Student; *Institutional Characteristics; *Institutional Mission; Program Descriptions; State Surveys; Student Characteristics; Teacher Characteristics; Two Year Colleges; Vocational Education
IDENTIFIERS- *North Carolina Community College System

This five-part report offers background information and data from 1994-95 on the programs, finances, facilities, students, and personnel of the North Carolina Community College System (NCCCS). Section I presents a general orientation to the system, including information on the NCCCS's mission, history, programs, governance, funding, the NCCC Foundation, service area assignments, and statewide planning. A map and organizational chart and directory are also included. Section II provides information on the numbers and types of programs related to the technical/vocational curriculum; the academic curriculum, including a list of accrediting agencies; basic skills; occupational extension; community service; human resource development; distance education; the New and Expanding Industry program; focused industrial training centers; the small business center network; in-plant job training; Job Training Partnership Act programs; Carl Perkins Act programs; correctional education; proprietary school licensure; and fire training. Section III examines finances, facilities, and equipment, including a budget overview and information on the disposition and sources of funds, state-level expenditures, regular program costs by purpose, and average costs per full-time equivalent (FTE) student by institution. This section also describes the combined footage of system buildings, campus acreage, learning resource center book volumes, total value of NCCCS equipment, and off-campus facilities. Section IV presents data on student enrollment by program area, sex, race, residency status, and employment status; student completions; and average annual FTE by program area and by credit hour load. Section V provides data on faculty and staff, including system totals by position category, race, sex, years of service, educational level, and months of employment. A bibliography, glossary, and roster of state board members and presidents are appended. (KP)

ED 387 185 JC 950 488

Critical Success Factors for the North Carolina Community College System, 1995. Sixth Annual Report.
PUB DATE- May 95
NOTE- 126p.; For the 1994 edition, see ED 375 894.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; Articulation

ED 387 202 PS 023 271

The Work Group on Early Childhood Report on Reform of the Early Childhood System. Report to the Governor and the Illinois General Assembly.

PUB DATE- Mar 95

NOTE- 50p.; Support received from the Robert R. McCormick Tribune Foundation.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Early Childhood Education; *Educational Change; Educational Innovation; Educational Policy; Family School Relationship; Human Services; Parent Participation; Parent School Relationship; *Policy Formation; Public Policy; School Community Relationship; School Policy; Social Support Groups; *State Legislation

IDENTIFIERS- Illinois

Illinois Senate Joint Resolution 173 resulted in the appointment in 1994 of a 53-member Work Group on Early Childhood Education. This group was mandated to report to the Senate on the development and implementation of a statewide early childhood education and care program. The group identified key issues, delimited legislative objectives, offered policy recommendations, and drafted legislation. Some issues highlighted by the group were: (1) to support working families, all Illinois communities need year-round, full work-day and flexible part-day child care programs; (2) these programs should use family-centered approaches; and (3) current Illinois early childhood programs are not part of one integrated system. Objectives of legislation should include: (1) increasing the availability of quality child care for Illinois children; and (2) maximizing available resources, coordinating services, and eliminating ineffectiveness in order to create an integrated child care system. Policy recommendations include: (1) developing a statewide computer system to implement centralized waiting lists, billing procedures, and administrative efficiency; (2) increasing reimbursement rates for subsidized child care; and (3) establishing a new coordinating body for all state and federal early childhood programs. The full text of the Illinois Early Childhood Education and Care Act of 1995 is included. (Four appendices include data on Illinois' early childhood system and the text of the Senate Joint Resolution.) (JW)

ED 387 203 PS 023 289

Alexander, Karl L.; And Others

On the Success of Failure: A Reassessment of the Effects of Retention in the Primary Grades.

PUB DATE- 94

NOTE- 281p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Academic Failure; Elementary Education; Elementary School Students; *Grade Repetition; Longitudinal Studies; *Outcomes of Education; School Attitudes; Student Attitudes; Student Promotion

IDENTIFIERS- Middle School Students

This book describes the context of school retention and evaluates its effects by tracking the experiences of a large

ED 387 221 PS 023 548

SEEDS of Opportunity: Final Report on the San Francisco United School District's Child Development Program. Executive Summary.
PUB DATE- Jun 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Problems; After School Programs; *Child Development Centers; Educational Change; Educational Improvement; Elementary Education; Financial Support; Parent School Relationship; Preschool Education; Program Evaluation; School Age Day Care; *School Readiness; Staff Development
IDENTIFIERS- California (San Francisco); Cultural Sensitivity; San Francisco Unified School District CA

An in-depth assessment of all aspects of the San Francisco School District's Child Development Program (CDP) was conducted. Assessment measures included: (1) on-site observations of preschool, kindergarten, and school-age child care classroom environments and of teacher behaviors and sensitivity; (2) reviews of physical environments and provisions for health and safety; (3) parent questionnaires and meetings with parent focus groups (conducted in English, Spanish, and Chinese); (4) parent involvement questionnaires completed by site managers; (5) site manager and teacher interviews; (6) teaching staff questionnaires; (7) meetings and focus groups with the three unions representing various employees of the CDP; (8) meetings and interviews with school district administrators; and (9) site profiles. The assessment found that: (1) the program lacks a clearly articulated mission statement and a unified curricular framework; (2) lines of authority are unclear and record-keeping systems are antiquated; (3) there is poor communication at all levels; (4) parents are a badly neglected resource; (5) many classrooms are shabby, and lack appropriate materials and basic supplies; (6) little attention is paid to cultural sensitivity; (7) staffing costs are high, but there is little opportunity for training and career advancement; and (8) poor planning and under-enrollment have caused fiscal problems which threaten the program's existence. Includes 53 references. (JW)

ED 387 222 PS 023 552

Dowd, Tom; And Others
Effective Skills for Child-Care Workers: A Training Manual from Boys Town.
PUB DATE- 94
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Behavior Problems; Caregiver Child Relationship; Child Abuse; *Child Caregivers; Child Development; Child Rearing; Children; Day Care Centers; Delinquency; Family Problems; *Group Homes; Modeling (Psychology); *Peer Influence; Personality Problems; *Problem Children; *Professional Training; *Residential Care; Skill Development; Social Services; Staff Development; Systems Approach
IDENTIFIERS- *Boys Town NE; Piaget (Jean)

ED 387 238 PS 023 584

Tillman, Yvonne R.

Improving Social Skills in Second Graders through the Implementation of a Peace Education/Conflict Resolution Skills Curriculum.

PUB DATE- 95

NOTE- 81p.; Ed.D. Practicum II Report, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Change Strategies; *Conflict Resolution; *Curriculum Development; Decision Making Skills; *Elementary School Students; Emotional Development; Emotional Response; Empathy; Grade 2; *Interpersonal Competence; Peer Relationship; Perspective Taking; Primary Education; Problem Solving; *Prosocial Behavior; Self Concept

IDENTIFIERS- Peace Education

To increase the social skills of second graders, a 32-week peace education curriculum was taught. All 135 students were from the same ethnically diverse suburban school located in a mostly upper-middle class neighborhood. Pre-curriculum observations, interviews, and teacher questionnaires demonstrated that students did not show proper respect for teachers, adult personnel, peers, and themselves; the main problems cited were fighting, unresolved disputes, and unacceptable language. The curriculum was used to teach children to solve problems peacefully through the use of activities such as role playing; modeling; reading, writing and publishing stories with conflict and peace themes; brainstorming; doing art projects with peace themes; and group discussion. Examples of lessons taught include: the value of trust, recognition of each individual's uniqueness, personality traits, and classroom rules. Evaluation results suggest that, after the curriculum was used, 80% of students learned to express respect for teachers, adults, and peers; 80% improved in the use of acceptable language; 70% learned to exhibit proper behavior in the cafeteria, and 70% were able to resolve conflicts independently. Results indicate that a peace education curriculum which focuses on acquiring conflict resolution skills can increase students' ability to resolve conflicts peacefully. (Eleven appendices include teacher opinion questionnaires, teacher surveys of student conflict resolution skills, and the peace and conflict resolution assessment test. Contains 40 references.) (JW)

ED 387 239 PS 023 585

Vergara, Hernando

Design, Development, and Implementation of an Instructional Program for Kindergarten Teachers To Increase Their Basic Computer Skills through Word Processing Training.

PUB DATE- 95

NOTE- 107p.; Ed.D. Practicum Report, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Bilingual Education; *Computer Literacy; *Computer Uses in Education; Curriculum Development; Educational Planning; Inservice Teacher Education; *Kindergarten; Microcomputers; Practicums; Primary Education; Skill

ED 387 258 PS 023 617

Abbott, Carl; Abbott, Cooper
Child Care Center Design & the Potential of Architecture.
PUB DATE- 10 Aug 95
NOTE- 7p.; Paper presented at the Annual Conference of the Southern Early Childhood Association (45th, New Orleans, LA, April 11-16, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Architecture; *Building Design; Classroom Design; Classroom Furniture; *Day Care Centers; *Design Requirements; Early Childhood Education; *Educational Environment; *Environmental Influences; Flexible Facilities; Food Service; Landscaping; Mixed Age Grouping; Playgrounds; School Safety

This paper discusses the impact of layout and design of child care centers on the education of young children. It asserts that child care facilities must be designed to support and stimulate children's natural developmental processes, providing both direct and indirect educational opportunities. The paper discusses the stages of the design process and the role of architectural firms in designing child care facilities. An overview is provided of the following topics: the importance of the built environment to the young child; the approach to design; a summary of the design process; the role of codes and regulations; and master planning and budgeting the project. Also discussed are different issues that need to be considered in the design process, such as: (1) designing for different age groups; (2) flexible classroom space; (3) outside play space; (4) landscaping; (5) color and light; (6) furniture and finishes; (7) kitchens; and (8) safety and security. (MDM)

ED 387 259 PS 023 619

Firlik, Russell J.
What Can We Learn from the English Primary Schools? Questions and Answers from My Fulbright Administrative Exchange.
PUB DATE- 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Cultural Differences; Discipline Policy; *Elementary Education; *Elementary School Curriculum; *Elementary Schools; Foreign Countries; Government Role; Mixed Age Grouping; Parent Participation; Professional Development; *School Administration; Student Evaluation; Teacher Education; *Teaching Methods; Track System (Education)
IDENTIFIERS- *England (Leicester)

This paper discusses the primary education system in England as a whole and the operation of primary schools in Leicestershire in particular. It also contains questions and answers concerning English primary education. The paper describes the organization, funding, and administration of English primary schools, which provide the first 6 years of compulsory education for pupils age 5 through 11 or 12. Part 1 provides a "macro profile" of English primary schools for children ages 5 to 11 years and a description of the demographic and cultural context of Leicestershire, England. Part 2 delineates American

ED 387 279 RC 020 224

Valencia, Richard R., Ed.
Chicano School Failure and Success: Research and Policy Agendas for the 1990s. The Stanford Series on Education and Public Policy.
PUB DATE- 93
NOTE- 361p.; Eight of the 11 chapters are based on papers presented at a conference of the same name (Stanford, CA, May 12, 1989). For selected individual papers, see RC 020 225-234.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010), Collected Works - General (020), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Bilingual Education; Culture Conflict; Dropouts; *Educational Environment; Educational Policy; Educational Research; Educational Testing; Elementary Secondary Education; *Mexican American Education; *Research Needs; Second Language Learning; Special Education; Student Development; Success
IDENTIFIERS- *Chicanos; Hispanic American Students; Language Minorities

This book examines the school failure and success of Chicano students from a wide variety of perspectives. It attempts to promote further understanding of what constitutes, maintains, and helps shape school failure among Chicano students, and to present research and policy agendas that may help to realize Chicano school success. Five sections address current realities of the Chicano schooling experience, language and classroom perspectives on Chicano achievement, cultural and familial perspectives on achievement, educational testing and special education issues, and the big picture and Chicano school failure. Chapters are: (1) "The Plight of Chicano Students: An Overview of Schooling Conditions and Outcomes" (Richard R. Valencia); (2) "Segregation, Desegregation, and Integration of Chicano Students: Problems and Prospects" (Ruben Donato, Martha Menchaca, Richard R. Valencia); (3) "Chicano Dropouts: A Review of Research and Policy Issues" (Russell W. Rumberger); (4) "Bilingualism, Second Language Acquisition, and the Education of Chicano Language Minority Students" (Eugene E. Garcia); (5) "Promoting School Success for Chicanos: The View from Inside the Bilingual Classroom" (Barbara J. Merino); (6) "From Failure to Success: The Roles of Culture and Cultural Conflict in the Academic Achievement of Chicano Students" (Henry T. Trueba); (7) "Cognitive Socialization and Competence: The Academic Development of Chicanos" (Luis M. Laosa, Ronald W. Henderson); (8) "The Uses and Abuses of Educational Testing: Chicanos as a Case in Point" (Richard R. Valencia, Sofia Aburto); (9) "An Analysis of Special Education as a Response to the Diminished Academic Achievement of Chicano Students" (Robert Rueda); (10) "Systemic and Institutional Factors in Chicano School Failure" (Arthur Pearl); and (11) "Conclusions: Towards Chicano School Success" (Richard R. Valencia). This book contains references in each chapter, 30 data tables and figures, notes on contributors, and author and subject indexes. (SV)

ED 387 280 RC 020 225

Valencia, Richard R.
The Plight of Chicano Students: An Overview of Schooling Conditions and Outcomes. Chapter 1.
PUB DATE- 93
NOTE- 27p.; In: Chicano School Failure and Success: Research and

ED 387 295 RC 020 264

Armstrong, Nancy
Growing Up in Rural Illinois. Illinois Rural Youth Survey Summary Report.
PUB DATE- Jun 93
NOTE- 10p.; Figures may not reproduce adequately. For a related document, see RC 020 265.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aspiration; *Educational Attitudes; Educational Quality; High Schools; *High School Students; *Quality of Life; Rural Areas; Rural Education; Rural to Urban Migration; *Rural Youth; Socioeconomic Influences; *Student Attitudes; Trend Analysis
IDENTIFIERS- *Education Economy Relationship; *Illinois

Most Americans view small towns and rural areas as ideal places to grow up and raise a family, yet 1990 census data reveal that most rural areas are losing population, particularly the young. Teenagers who live in rural communities are likely to have important insights into this contradiction. Approximately 5,600 students attending 114 rural high schools in Illinois completed a questionnaire about their community, school, and plans for the future. Questions covered such areas as advantages and disadvantages of the rural community, community problems, quality of local high school education, postsecondary plans, availability and popularity of vocational courses, participation in extracurricular activities, plans to stay in or leave the community, career aspirations, interest in self-employment and entrepreneurship, and teens' monthly spending habits. While young people were not immune to the charms of small communities, many planned to leave because they perceived a lack of well-paying jobs. Even though good jobs are more difficult to find in rural areas than they were 10 years ago, the decline in employment opportunities has not been steep enough to justify the degree of pessimism exhibited by most rural teens. First and foremost, the quality of rural educational systems must be maintained or improved. In addition, teens must be made aware of the local job opportunities that do exist; in attracting jobs, rural community leaders must recognize the types of jobs that appeal to the young and better educated; and local schools should offer courses in how to start and run one's own business. Communities that maintain a high-quality telecommunications network will find themselves at a distinct advantage to attract higher-paying service companies. Finally, the superior quality of family life rural communities can offer may tip the scales in their favor. (TD)

ED 387 296 RC 020 265

Armstrong, Nancy
Illinois Rural Life Panel Summary Report, Volume 4, 1993.
PUB DATE- Oct 93
NOTE- 22p.; Some figures may not reproduce adequately. For a related document, see RC 020 264.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Community Services; *Educational Quality;

ED 387 314 SE 056 562

Nespor, Jan
Knowledge in Motion: Space, Time and Curriculum in Undergraduate Physics and Management. Knowledge, Identity and School Life Series: 2.
PUB DATE- 94
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Administrator Education; *Cognitive Structures; *College Programs; Higher Education; *Physics; Science Curriculum; Science Education; Undergraduate Study

Physics and management are disciplines deeply implicated in the domination of the physical and social world. This book is the product of ethnographic fieldwork that studied physics and management programs as points of entry that give access to larger processes that constitute and reproduce disciplines and center around the incorporation of students into discipline-specific temporal and spatial organizations of knowledge. Chapter 1, "Knowledge in Space and Time," attempts to dismantle a network of assumptions about knowledge and learning. Chapter 2, "Producing Material Space-Time and Constructing Students in Physics," examines how the physics program zoned students' activities into a set of material and social spaces and compressed their time to foster the development of exclusive within- program social ties. Chapter 3, "Connecting Students To Practice: Mobilization in Physics," develops an account of problem-solving as a way of integrating students into the discipline's way of organizing the world through textual representations. Chapter 4, "Constructing and Isolating Academic Space in Management," shows how the management program fragmented academic space-time and organized it into distinct short-term units. Chapter 5, "Mobilizing Bodies for Management," shows how non-academic portions of the program created lines of connection between the program and the business world by mobilizing students in distinctive systems of material practice. Chapter 6, "Knowledge in Motion," is a reflective commentary on major themes of the book and a look beyond it. (Contains 167 references.) (JRH)

ED 387 315 SE 056 563

Monk, Martin, Ed.; Dillon, Justin, Ed.
Learning To Teach Science: Activities for Student Teachers and Mentors.
PUB DATE- 95
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; Mentors; *Preservice Teacher Education; *Science Activities; Science Instruction; Science Teachers; *Student Teachers
IDENTIFIERS- *England

Despite the variations in the spontaneous ability of new teachers, teaching is both an art and a craft that can be learned through hard work and that demands close attention to detail. The practical purpose of this book is to provide mentors in England with activities to be used with their

ED 387 335 SE 056 653

Tuan, Hsiao-lin; And Others
A Case Study of Pre-Service Chemistry Teachers' Pedagogical Content Knowledge Development.
PUB DATE- 25 Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Chemistry; Foreign Countries; Higher Education; *Knowledge Base for Teaching; *Preservice Teacher Education; Science Education; Science Teachers; *Scientific Concepts; Secondary Education
IDENTIFIERS- Preservice Teachers; Taiwan

The goals of secondary preservice science teacher education are to prepare future science teachers with competency in both science content knowledge and science teaching ability. The study reported in this paper investigated the development of pedagogical content knowledge of three preservice chemistry teachers in Taiwan during one year of a practicum course. Qualitative ways of collecting data included semi-structured interviews before and after each teaching experience, classroom observation, and assignment collection. Interview questions addressed subjects' views of chemistry and the topics they taught, ways of transmitting content knowledge to students, and their views on general pedagogy. Results indicate that after experiencing one year of the practicum course preservice chemistry teachers' views of chemistry became simplified but their knowledge of teaching became more complicated and focused more on students' characteristics and learning styles than before. During the year the preservice teachers gained an awareness of the importance of pedagogical content knowledge in improving their future science teaching. Factors influencing preservice chemistry teachers' pedagogical content knowledge development were their preference, reflection ability, and deprived teaching repertoire. Suggestions for science teacher education are discussed. Contains 19 references. (Author/JRH)

ED 387 336 SE 056 654

Dori, Y. J.; And Others
The Effect of Teaching the Cell Topic Using the Jigsaw Method on Students' Achievement and Learning Activity.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Biology; *Cooperative Learning; *Cytology; Educational Strategies; Foreign Countries; Junior High Schools; *Science Instruction; Teaching Methods
IDENTIFIERS- Israel; *Jigsaw Method

Teaching the Cell topic in junior high schools involves a host of problems. The study reported in this paper investigated the effect of various teaching methods on Israeli students' achievements, acquiring laboratory skills, and the dimensions

ED 387 356 SE 056 837

Blank, Rolf K.; Pechman, Ellen M.
State Curriculum Frameworks in Mathematics and Science: How are They Changing across the States?
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- May 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Educational Change; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Science Curriculum; Science Education; *State Curriculum Guides; State Standards; Surveys
IDENTIFIERS- Reform Efforts; Statewide Systemic Initiative

A majority of states are now involved in developing, revising, and implementing state frameworks in mathematics, science, and other core subjects. The Council of Chief State School Officers completed a one-year study of 60 current state curriculum frameworks in mathematics and science. The purposes of this study were to define and describe state mathematics and science curriculum frameworks, evaluate the role of frameworks in systemic reform, and assist states with development of new frameworks. Chapters in this report reflect key aspects of the design of the study, including: (1) a survey of states to identify frameworks and collect information about state context; (2) a content analysis of key elements of the frameworks using definitions and categories developed in the study; and (3) a qualitative review of specific aspects of recent frameworks by teams of experts. The value of frameworks is as follows: one-half of frameworks link content to teacher professional development; frameworks can provide a rationale for use of technology and tools in classrooms; frameworks can help explain an approach to systemic reform; and frameworks can assist schools in evaluating curriculum organization and resources. Appendices include Elements for Analyzing State Curriculum Frameworks, Definitions of Categories and Concepts for Conceptual Mapping of State Frameworks, Questions for a Qualitative Analysis of State Frameworks in Mathematics and Science, and Sample Vignettes. Contains 34 references. (MKR)

ED 387 357 SE 056 875

Schifter, Deborah; Fosnot, Catherine Twomey
Reconstructing Mathematics Education: Stories of Teachers Meeting the Challenge of Reform.
PUB DATE- 93
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Constructivism (Learning); Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Teaching Methods
IDENTIFIERS- *Reform Efforts; *SummerMath Program

This book tells the stories of teachers who, guided by evolving understandings of constructivist mathematics learning, are meeting the challenge of reconstructing their teaching practice. Although the stories all reflect the experiences of a

ED 387 377 SO 025 083

Vautour, Faith
Teaching Asian and Indian Geography Using the Five Themes of Geography. Project for the Fulbright Seminar. India: Continuity and Change. Summer 1993.
PUB DATE- 93
NOTE- 22p.; Generic pictures used in identifying the five themes of geography and sample postcards for six Indian cities are not available with this document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; Atlases; Cartography; Foreign Countries; *Geographic Concepts; *Geographic Location; Geographic Regions; *Geography; Geography Instruction; *Maps; *Map Skills; Non Western Civilization
IDENTIFIERS- Asia; *India

This lesson plan is intended to be a model for teaching the geography of any area of the world. The unit attempts to teach the five themes of geography (location, place, region, human-environment interaction, and movement) while also teaching the geography of Asia and India. The volume also recommends that teachers canvas magazines, travel brochures, atlases, and books to find examples of the five themes in action. Activities are included for applying the five themes in teaching. Blank maps and definitions for the five themes of geography are attached. (EH)

ED 387 378 SO 025 154

Salazar, Mary Lou
Peace Education in the Denver Public Schools. A Study of Social Studies Classes in Grade 7. Peace Education Miniprints No. 78.
PUB DATE- Mar 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Curriculum Evaluation; Curriculum Research; Educational Research; Grade 7; Junior High Schools; *Peace; *Role of Education; Secondary School Curriculum; *Social Studies; Teacher Attitudes; Values Education
IDENTIFIERS- Denver Public Schools CO; *Peace Education

This miniprint summarizes a study of the status of the teaching of peace themes in the Denver (Colorado) Public Schools. The intent was to analyze and provide recommendations for the development of peace education. The research methods included observations, interviews, and examination of curricular materials. Social studies departments in the schools were contacted to find the teachers who teach about peace. Twenty 7th grade classes were observed. Interviews were conducted with 20 teachers, 15 students, and 10 peace specialists. The intent was to study peace themes by examining how teachers and textbooks present issues and how students react, and by examining these data in the context of the views of peace education specialists. (RJC)

ED 387 379 SO 025 166

Santora, Ellen Durrigan
The Drama of Dominance and Diversity: A Multicultural Curriculum

ED 387 399 SO 025 279

Bash, Leslie, Ed.; Green, Andy, Ed.
Youth, Education and Work. World Yearbook of Education 1995.
PUB DATE- 95
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Books (010)
DESCRIPTORS- Career Education; *Comparative Education; *Cross Cultural Studies; Developed Nations; Developing Nations; *Education Work Relationship; Employment; Foreign Countries; Foreign Culture; International Education; Job Skills; *Vocational Education; Womens Studies
IDENTIFIERS- Australia; Europe

This book addresses themes related to the transition from childhood to adulthood. Entry into employment and other areas of social life that are symbolic of maturity and the attainment of full citizenship differs from society to society and is contingent upon appropriate political and economic factors. The volume draws upon a diversity of approaches and tries to reflect the experiences of different regions of the world, although there is still something of a Eurocentric bias. There are chapters that examine crucial aspects of youth and work in countries such as Malaysia and South Africa. The book is divided into four parts with 19 chapters. Part 1, "Political and Economic Contexts," contains: (1) "Education, Work and Global Economic Change" (Bruce Wilson; Roger Woock); (2) "Post-Fordist Possibilities: Education, Training and National Development" (Phillip Brown; Hugh Lauder); (3) "Education and Training in the New Europe: Economic and Political Contexts" (Martin Mclean); and (4) "Education, Work and the Restructuring of Central-Eastern and Eastern Europe" (J. J. Tomiak). Part 2, "Education, Training, and Labour Market Change," includes: (1) "Work, Labour Markets and Vocational Preparation: Anglo-German Comparisons of Training in Intermediate Skills" (David Marsden; Paul Ryan); (2) "Gender and the School-Work Transition in Canada and the USA" (Jane Gaskell); (3) "The Role of the State and the Social Partners in VET Systems" (Andy Green); (4) "Youth Training for a Changing Economy in Holland" (Eva Voncken; Jeroen Onstenk); and (5) "Educating and Training Youth for the World of Work in Malaysia and Singapore" (Elwyn Thomas). Part 3, "Curriculum and Qualification Reform in Post-Compulsory Education and Training," contains: (1) "Vocational Qualifications in Europe: The Emergence of Common Assessment" (Alison Wolf); (2) "Strategies for Reforming Post-Compulsory Education and Training in the Australian States" (Jack Keating); (3) "Education as a Foundation for Work? The Efficiency and Problems of the Japanese Upper-Secondary School" (Akio Inui; Tsuneo Hosogane); (4) "Human Resource Development in Post-Apartheid South Africa: Some Initial Observations" (Elaine Unterhalter; Michael Young); and (5) "From Education to Work: The Case of Technical Schools" (Gary McCulloch). Part 4, "Youth, Society and Citizenship," includes: (1) "Youth Transitions in the European Union" (Lynne Chisholm); (2) "Careers Guidance Systems in the European Community" (A. G. Watts); (3) "Risky Futures for the Daughters of the Nordic Welfare State" (Anja Heikkinen); (4) "Teacher-Student Estrangement and the Schooling of Urban Youth for Citizenship" (William B. Thomas; Kevin J. Moran); and (5) "The Integration of Young People into UK Society with Particular Reference to the Jewish Community" (Leslie Bash). A bibliography is included. (EH)

ED 387 421 SO 025 362

Ruth, Amy, Ed.
Where is Iowa History?
PUB DATE- 95
NOTE- 33p.; For a related issue, see ED 370 864.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- *Cultural Education; Elementary Education; Family History; Folk Culture; Interviews; *Local History; *Oral History; *Oral Tradition; Primary Sources; Social Environment; *Social History; Social Studies; *State History
IDENTIFIERS- *Iowa

This issue of "The Goldfinch" focuses on Iowa history. The booklet is divided into two sections. Section 1, "Features," contains the following: (1) "Looking for History"; (2) "Talking History"; (3) "Climbing the Family Tree"; (4) "Tribal Storytelling"; (5) "News About You"; (6) "History Hangouts"; (7) "Documenting History"; (8) "Textiles Tell the Tale"; (9) "Iowa's Cool Collections"; and (10) "Meet an Iowa Kid Collector." Section 2, "Departments," contains: (1) "Wild Rosie's Map"; (2) "History Mystery"; (3) "Activity: Highway History Hunt"; (4) "Activity: Where in Iowa?"; (5) "Activity: Be a Photo Historian"; (6) "Activity: Iowa History Word Find"; (7) "Goldfinch Fiction: 'Attic Adventures'"; (8) "History Makers"; (9) "Goldie's Challenge"; (10) "Answers"; and (11) "The Roost." (EH)

ED 387 422 SO 025 364

Preparing Citizens for the 21st Century. Geography: Learning about Our World, The 1994 National Assessment of Educational Progress in Geography.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Achievement Rating; *Educational Assessment; Elementary Secondary Education; *Geographic Concepts; Geographic Location; *Geography; Grade 4; Grade 8; Grade 12; Group Testing; Knowledge Level; Measurement; Performance; *Standards; Student Evaluation; *Testing; Testing Programs; Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This booklet reports on the 1994 National Assessment of Educational Progress (NAEP) in geography for 4th, 8th, and 12th grade students, a test given for the first time to establish baseline data for measuring student progress in geography well into the future. The booklet contains the following sections: (1) Why We Assess Geography; (2) The 1994 NAEP in Geography; (3) What Is NAEP? (4) Creating a Framework for the Geography Assessment, with Assessment Preparation Guidelines and Other Considerations; (5) What the 1994 Geography Assessment Examined, with Knowing and Doing and Thinking Skills; (6) What Is NAGB? (7) Geography Assessment Framework Elements; and (8) Special Features of the 1994 Geography Assessment. (EH)

ED 387 423 SO 025 365

ED 387 441 SP 036 153

Fuller, Roberta Ann
Change in Teachers' Conceptions and Practice.
PUB DATE- 13 Oct 94
NOTE- 30p.; Paper presented at the Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13, 1994). Somewhat blurred print may cause reproducibility problems.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Concept Formation; Elementary School Mathematics; Elementary School Teachers; Higher Education; Intermediate Grades; *Mathematical Concepts; *Mathematics Instruction; *Mathematics Teachers; *Reflective Teaching; *Teacher Improvement; *Teacher Role; Teaching Methods
IDENTIFIERS- Mathematics Education Research; Reflection Process

This study examined factors that teachers say determine whether they modify new information about mathematics, mathematics learning, and mathematics teaching to fit their existing conceptions or whether they restructure their existing conceptions. Three female teachers (two sixth grade and one fifth grade) from a rural, public school participated in this study. All three teachers are currently participating in a research project which is disseminating new information about mathematics, mathematics learning, and mathematics teaching. There were no specific criteria used in the selection of the three teachers other than the fact that they had expressed an interest and willingness to participate in the study. Each teacher was observed teaching a mathematics lesson, and an interview was conducted following the observed lesson. Both the lessons and the interview sessions typically lasted one hour and were audio-recorded to secure a record for later analysis. Analysis of the interviews showed that while two teachers' existing conceptions of mathematics teaching underwent change as a result of their participation in the research project, one teacher's existing conceptions of mathematics teaching were preserved, seemingly as a result of her strongly held conceptions of mathematics and mathematics learning. The results seem to indicate that, though the role of the classroom as a learning environment and the role of reflection may be important to the change process, the role of the teacher is the most salient, since the teacher exercises considerable control over the decision of whether or not to implement change. (Contains 18 references.) (Author/ND)

ED 387 442 SP 036 168

PACE VII. Curriculum Counts: Planning for Success through Developmentally Appropriate Movement Activities.
PUB DATE- Jun 94
NOTE- 147p.; Summaries of papers presented at the PACE (Positive Approaches to Children's Education) VII Conference (Bloomington, IN, June 23-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adapted Physical Education; Aerobics; Childrens Games; *Class Activities; Cooperative Learning; Curriculum Development; *Dance Education; Developmental Programs; Disabilities; Educational Equipment; Elementary Education;

IDENTIFIERS- *AIR Forum

A description is provided of the process used by a university institutional research office to respond to questions from external groups and the institutional community about quality, effectiveness, and accountability. The institutional research office incorporated external and internal reports, along with institutional offices' planning, accountability, and self-study documents, into a "live" document. The resulting document is "live," or "working," as it would be continuously revised as new studies and reports are done throughout the institution. This initiative is based on an institutional effectiveness planning and evaluation model that was developed using the Plan-Do-Check-Act configuration of total quality management. The process involved four main steps: (1) conducting a scan internally and externally for sources of "hot topics," (2) designing the model for the information to be collected, (3) developing a survey based on the information model to determine current documents that contain responsive information to the "hot topics," and (4) developing strategies to incorporate the process of collecting documents and using the information model as a viable resource. Characteristics which define a "hot topic" are identified. Appended is the document survey conducted by the institutional research office. (Contains 10 references.) (SW)

ED 386 997 HE 028 578

Deutsch, Bernardin; And Others
Integrating Teaching, Advising, and Research Tools: The Student as Learner Inventory as Retention and Learning Intervention. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 43p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Academic Persistence; College Freshmen; College Instruction; Dropout Prevention; Evaluation Methods; Higher Education; High Risk Students; Identification; Individualized Instruction; *Institutional Research; *Learning Experience; *Questionnaires; Research Projects; *Self Evaluation (Individuals); Student Development; *Student Evaluation
IDENTIFIERS- *AIR Forum; *Alverno College WI

The Student as Learner Inventory, which was developed at Alverno College (Wisconsin), is described. Alverno College is a private, 4-year liberal arts college for women with an enrollment of 2,500 students. The inventory, which is completed by entering and second semester students in an undergraduate program, is integral to the curriculum. The inventory is part of a New Student Seminar and involves: self-reflection by students on their development as learners; support for discussions by student, advisor, and instructor concerning learning issues; and identification of students "at risk" for attrition. Teachers bring students into a conversation about their learning perspective in relation to what will make them effective as learners in the curriculum. Consideration is given to: the rationale for research in a curriculum context; the contextual validity of the learning statements in the inventory; collaboration among researchers, instructors, and

Program

This study explored connections between perceived academic ability level, academic and social involvement, and interaction across race/ethnicity in informal campus situations. Data were obtained from the Cooperative Institutional Research Program 1987 freshmen survey and 1991 followup survey and the Higher Education Research Institute faculty survey scales on faculty perceptions of campus climate. The sample consisted of 4,138 White, African American, Latino, and Asian American students attending 291 four-year institutions. Students who rated themselves among the highest ability categories at college entry were more likely to enroll in honors programs, be elected to a student office, and become resident advisors. Students who rated themselves in the lowest and the middle categories of ability were more likely to be employed off campus, join a fraternity/sorority, and spend more time partying. Students who rated themselves as low ability were more likely to participate in intercollegiate sports and spend time socializing with friends. High ability students were more likely than medium and low ability groups to frequently dine, study, room with, and date someone of a different racial/ethnic background. Students who rated themselves in the lowest ability category were least likely to interact across race or ethnicity. (Contains 31 references.) (SW)

ED 387 015   HE 028 596

Johnson, Tera; Jonas, Peter M.
Participative Strategic Planning with an Eye toward Economic Analysis. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; *Economic Factors; *Environmental Scanning; Futures (of Society); Higher Education; Information Needs; *Institutional Research; Models; Participative Decision Making; *Strategic Planning; Trend Analysis
IDENTIFIERS- *AIR Forum; *Cardinal Stritch College WI

Principles of developing a comprehensive planning model for a college are considered, and experiences in using the strategic planning model at Cardinal Stritch College (Wisconsin) are addressed. Important components of the planning process are articulating a mission, determining parameters and objectives while completing internal and external analyses, implementing strategies, allocating resources, and providing accountability. It is the organization, emphasis, and implementation of major components that dictate success of strategic planning. A thorough analysis of the external environment is the underlying linkage uniting the components of the entire process. Five principles of a participatory style are identified, and the following steps in strategic planning are discussed: (1) preparation and communication, (2) data collection and internal/external analysis, (3) selecting the planning team, (4) conducting the first planning session, (5) communicating the draft plan, (6) using action plan teams, (7) conducting the second planning session, (8) preparing the summary plan for the Board of Trustees' approval, (9) implementation, and (10) annual updates. The participatory planning model at the college leaving school is affected by personal and academic background characteristics. Specially admitted students are otherwise capable students, often from racial minorities or other underrepresented groups, whose pre-college preparation does not meet the institution's normal requirements. Before and after admission, these students are provided with a wide range of special counseling, tutoring, mentoring, and transition services. Subjects were a total of 1,639 specially admitted students admitted in 1986 through 1989. For these students data on gender, ethnicity, achievement sub-test and composite scores, high school rank, cumulative credit hours, grade point average, academic status for each semester, and graduation date were analyzed. Findings revealed that the highest risk period of leaving school happened in the second, third, and fourth semesters for both genders, for almost all four ethnic groups, and for groups differing in college admissions test scores or high school rank. In addition, after the median survival time, the distribution of survival is stable but indicates a slightly decreasing trend for about four semesters. The risk rate then increases again in the very late semesters (such as the 11th to 13th semesters). (Contains 7 tables, 6 figures and 10 references.) (JB)

ED 387 034   HE 028 615

Arnold, Karen D.
Lives of Promise: What Becomes of High School Valedictorians. A Fourteen-Year Study of Achievement and Life Choices. The Jossey-Bass Social and Behavioral Science Series. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 95
NOTE- 329p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Career Choice; Females; *High Achievement; Higher Education; High Schools; *High School Students; Individual Development; *Life Events; Life Satisfaction; Longitudinal Studies; Minority Groups
IDENTIFIERS- *Illinois Valedictorian Project; *Valedictorians

This book reports on the Illinois Valedictorian Project, an ongoing longitudinal study of the life paths of 81 high school valedictorians. Chapter 1 describes the 1981 high school graduation of the valedictorians and traces the diverging life paths of two top working-class students. Chapter 2 plots the road to the top of the high school class. Chapter 3 explores the meaning of success by investigating adult outcomes for valedictorians in light of their education, careers, life satisfaction, and personally held goals. Chapter 4 describes the college years using a typology in which student backgrounds and academic orientations interact with college experiences to determine career aspirations and outcomes. Chapter 5 focuses on the female valedictorians. Chapter 6 considers the college and career paths of minority valedictorians. Chapter 7 evaluates the effects of various trajectories of career choice and professional socialization on satisfaction and adult attainment. Chapter 8 deals with personal and intimate relationships and their career effects. Chapter 9 describes the joys and sorrows of the valedictorians over time, focusing on the sources of their deepest delights and the ways they cope with routine and serious setbacks. Chapter 10 considers potentially eminent valedictorians. Chapter 11 reviews project findings and synthesizes themes. (Contains 87 references and 7 tables.) (JB) solutions to the over-reliance on and exploitation of part-time faculty and teaching assistants by American universities. It discusses one part-time faculty member's experiences with academic unionism, focusing on the need for full-time faculty to support the efforts of part-time faculty for higher wages and benefits. The paper examines the growing trend toward part-time and temporary positions in academia and in the national economy as a whole. It examines the challenges inherent in organizing part-time and temporary faculty, and research on the growing use of part-time and temporary faculty. The paper argues that all college faculty need to organize to raise the pay and benefits of part-time and temporary faculty to the point that they are priced out of the market. That is, so it will become cheaper (instead of more costly) to fill full-time, tenure track positions instead of part-time and temporary openings. Contains seven references. (MDM)

ED 387 053 HE 028 635

Higher Education in Stages. Summary of the 47th Report to the Government.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; *Educational Change; Educational History; *Educational Objectives; *Educational Policy; Foreign Countries; Graduate Study; *Higher Education; Long Range Planning; Needs Assessment; Professional Education; Public Policy; Role of Education; Socioeconomic Influences; Undergraduate Study; Universities
IDENTIFIERS- *Netherlands

This summary report addresses the fundamental objectives of higher education in the Netherlands and proposes structural reforms to help make higher education more effective. Part 1 outlines the focus of the report, while Part 2 reviews the tasks and functions of higher education in the Netherlands from a historical perspective. Part 3 examines the changing nature of higher education, focusing on the move from an elite to a mass system of higher education since the 1950s. Part 4 postulates that, due to this "massification" of higher education, fundamental structural reforms need to be implemented. Part 5 presents five principles for the reform of the higher education system, including institutional differentiation and the phased realization of objectives, academic and professional training, convergent curriculum development, intensification of education, and separation of accountabilities. Part 6 outlines plans for higher education reorganization. This scenario would provide for a clear separation between the initial stage of academic education and a second stage of professional or academic vocational education on the one hand and scientific research training on the other. A six-page summary in French in provided. An appendix contains a chart of the existing Dutch education system. Contains additional publications by the Netherlands Scientific Council for Government Policy: a 47-item list of Reports to the Government and a 110-item list of preliminary and background studies (a few available in English, most in Dutch). (MDM)

ED 387 054 HE 028 636

Parelius, Robert J.

current academic zealots view the exercise of standards of academic quality and merit-based performance evaluations as tools of oppression and bigotry. Faculty members who overtly support academic quality may become suspected of bigotry and subject to investigation. The first three chapters document seven waves of ideological zealotry in American higher education since the emergence of the modern university after the Civil War. Chapter 4 examines early "professional academic freedom." Chapter 5 explores the doctrine of constitutional academic freedom in light of Supreme Court interpretations of the First and Fourteenth Amendments. Chapter 6 analyzes court cases on protection of freedom of speech of professors at public universities. Chapter 7 focuses on the prudential doctrine of academic abstention in judicial review of academic decisions. Chapter 8 explores where the theory of academic freedom fails in practice. Chapter 9 asks why faculties and administration often fail to defend professional academic freedom in the face of zealotry and proposes remedial measures. Chapter 10 analyzes current issues and conflicts. Chapter 11 deals with responses to the coercive tactics of the zealots in any period of zealotry. Appendixes contain historical documentation and ethical statements. Includes an index. Chapters contain extensive references. (JB)

ED 387 073 HE 028 658

Brookfield, Stephen D.
Becoming a Critically Reflective Teacher. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 95
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Learning; Autobiographies; Classroom Environment; College Faculty; College Instruction; Critical Incidents Method; Critical Thinking; Educational Research; Educational Theories; Higher Education; *Reflective Teaching; *Self Evaluation (Individuals); Student Attitudes; *Teacher Improvement; Teacher Student Relationship; Teaching Experience
IDENTIFIERS- *Critical Pedagogy

This book is a practical guide for teachers at the postsecondary level to improve their teaching by utilizing the principles of adult learning and becoming critically reflective teachers. Chapter 1 lays out the concept of reflection in general terms and then focuses on explaining what is distinctive about critical reflection. Chapter 2 explains the process of critical reflection in detail. Chapter 3 establishes the importance for critical reflection of teachers analyzing their own autobiographies as learners. Chapter 4 continues the discussion of the autobiographies and describes a number of practical approaches for doing autobiographical reflection. Chapter 5 describes how to use learning journals, and other techniques to see through students' eyes. Chapter 6 outlines the critical incident questionnaire and gives a case study illustration of its use. Chapter 7 discusses the role of critical conversations with colleagues to improve teaching. Chapter 8 describes a good practices audit. Chapter 9 looks at how the literature of educational research, theory, and philosophy can be used as an aid to, rather than inhibitor of, critical reflection. Chapter 10 looks at the particular contributions that the literature of

*Multimedia Instruction; Multimedia Materials; Teaching Methods
IDENTIFIERS- University of South Carolina Sumter

A multimedia software package, ASTOUND, has been used by the University of South Carolina (USC) Sumter in the development of lectures and support learning materials in a computer literacy course. A hardware setup, known as the Tech Commander, which provides immediate feedback for both students and instructor as work is being done in the lab, has also been implemented in the instructional lab (computer classroom). Background information is provided on USC Sumter and its use of information technology in a computer literacy course. The use of multimedia tools, such as ASTOUND, is summarized, then the perceived benefits and costs associated with their utilization are outlined. A list of demonstrations performed at the conference is provided. (MAS)

ED 387 091 IR 017 308

Armel, Donald
Something New about Notetaking: A Computer-Based Instructional Experiment.
PUB DATE- 95
NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Computer Uses in Education; Higher Education; *Learning Strategies; *Notetaking; Programmed Instruction; Undergraduate Students

Little research has been conducted related to the integration of notetaking as an instructional strategy into computer-based instruction (CBI). This report studies the effect of computer-based notetaking on both achievement and instructional completion time. Background information is provided on both CBI and notetaking, and the problem of developing effective computer-based instruction is examined. A study was conducted where notetaking was added to computer-based instruction. The strategy involved forced notetaking where students were not allowed to advance instruction until notes had been taken. The purpose of the study was to test the effects on both achievement and time of forced notetaking and optional notetaking when incorporated into CBI. Eighty-one Eastern Illinois University undergraduate novice students participated in the first test, and 53 undergraduate expert students participated in the second test. Students were randomly assigned to one of three groups: forced notetaking, optional notetaking, or a control group with no notetaking. The lesson was an instructional unit on the human heart, accompanied by terminology and comprehension tests. Students were allowed to review their notes before the tests were administered. Software was adapted to collect student responses during evaluation, collect typed notes, and keep track of time spent on the instructional unit. Results showed that achievement of the treatment groups, optional and forced notetakers, was significantly better than that of the control group, non-notetakers. The forced notetaking group performed slightly, yet statistically significantly, better on the posttest than the optional group. (Contains 16 references.) (MAS)

ED 387 092 IR 017 309

specific approaches to information systems and computer security. A series of real world experiences is presented that illustrate fundamental information systems and security concepts. A NetWare network is a client-server network which uses a file server to share files while client workstations access the file server via some network typology (usually ethernet or token ring). Passwords are used to authenticate users; thus, password protection is a cornerstone of network security. Passwords can be encrypted, but this feature can be disabled. The bindery, which stores information about users, groups, and printers, is critical to the network and must be backed up. Trade secrets can be hidden from users by restructuring menus. Login scripts should be protected and not used for security purposes. Guest account access should be restricted or removed. Finally, the "security.exe" program can be used to find potential security loopholes. (Contains eight references.) (AEF)

ED 387 111   IR 017 328

Thomson, Nancy S.
Designing Effective PC-Based Multimedia Presentations.
PUB DATE- 95
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; Color Planning; *Computer Graphics; Evaluation Methods; Guidelines; *Instructional Materials; *Microcomputers; *Multimedia Materials; Production Techniques; *Screen Design (Computers)

Guidelines for designing effective multimedia presentations are presented. The differences between computer-based and computer-aided presentations are highlighted. Advice is given for the effective selection and use of layout, color, sound, and graphics. Room layout, lighting, equipment, and backup are examined and recommendations are made. Examples of both good and bad techniques for involving the audience in the evaluation processes are provided. (AEF)

ED 387 112   IR 017 329

Wagner, Robin; Wilson, Bill
Mosaic as a Vehicle for Collaborative Learning.
PUB DATE- 95
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Computer Uses in Education; *Cooperative Learning; Educational Development; *Group Activities; Higher Education; Information Sources; *Library Skills; Pilot Projects; *Research Papers (Students)
IDENTIFIERS- Gettysburg College PA; Internet; *World Wide Web

especially interested in finding out how libraries have implemented strategic planning during the last five years, how useful it has been to those libraries, and, particularly, how successful it has been. Sixty-nine of the 199 ARL libraries responded to the survey, and of those 47 indicated they had produced a written strategic plan since 1989. Thirty-one libraries indicated that they had used other processes such as TQM (Total Quality Management), focus groups and surveys, planning task forces, retreats, long-range planning, and so forth. Of the 47 libraries with strategic plans, 38 have ongoing formal planning processes, only 12 of which were in place prior to the initiation of strategic planning. Most libraries initiated strategic planning as a response to the complexity of issues facing research libraries in the 1990s. Stimuli included the need to maintain current levels of acquisition and more services, especially electronic access, the university, or a new library director. Eighteen of the 47 libraries used a consultant. In most cases the director (24) or the assistant director (16) had responsibility for the process. Almost every library reported that strategic planning has enabled the library to address the key issues that generated the need for strategic planning in the first place. It has enabled the library to make informed decisions about the allocation of time, personnel, and money, and has provided an overall structure in which to set priorities. The main body of the SPEC kit is comprised of examples of strategic planning from the University of Alberta (Canada), the University of British Columbia (Canada), Brown University (Massachusetts), Emory University (Georgia), Harvard University (Massachusetts), the University of Kansas, Louisiana State University, the University of Pennsylvania, Purdue University (Indiana), and the State University of New York at Albany. Contains a 13-item selected bibliography. (Author/MAS)

ED 387 132 IR 055 657

Access to Telecommunications Technology. Hearing before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce. House of Representatives, One Hundred Third Congress, Second Session (September 30, 1994).
PUB DATE- 95
NOTE- 104p.; Serial No. 103-170.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Computer Networks; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Government Role; Hearings; Information Networks; *Telecommunications
IDENTIFIERS- Congress 103rd; Information Superhighway

This hearing was held to explore the use of technology in education, and how the government can better encourage its use across the country. It is hoped that hearings of this nature will draw attention to the nation's deficiencies in telecommunications and technologies in schools, and that the country will be able to fill those gaps in the near future with the help of educational experts, government agencies, telecommunications and technology companies, as well as the business community. The hearing begins with statements by Congressmen Lehman, Hastert, and Cooper. Additional testimony about the use of telecommunications technology in education was provided by the following persons: Lois Harrison-Jones, Superintendent of Boston Public Schools; John T. Kernan, Chairman and CEO of the Lightspan Partnership, Inc.; Shirley M.

occupational training was a direct response to requests from business and industry for a competitive workforce. To date, the program has trained 560 students from the Greater Boston area for patient care positions in health care facilities. The target population of the program has been low income and/or welfare recipients who have had limited success in school. Over the past three evaluation cycles, enrolling a yearly average of 100 students, the program had a 90% retention rate with over 50% of participants receiving Aid to Families with Dependent Children. Key elements of the program include the following: (1) occupational skills training; (2) integrated basic education and skills training; (3) basic and advanced college courses; (4) employment skills training; (5) innovative teaching methods, such as hands-on activities, role playing, and tutoring; (6) college credits for students; (7) established relationships with area health care providers; (8) academic and personal counseling; (9) individualized career planning; (10) training in job search skills and placement assistance; (11) effective management tools to track student progress; (12) the use of student portfolios; and (13) outcomes tracking. The occupational training offers five certificate programs: patient care assistant, medical assistant, medical lab assistant, phlebotomy technician, and health careers preparation. (KP)

ED 387 151 JC 950 425

Student Satisfaction Inventory Results. Summary Report.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Comparative Analysis; National Surveys; *Participant Satisfaction; *School Effectiveness; School Surveys; *Student Attitudes; Student Surveys; Two Year Colleges
IDENTIFIERS- Northern Nevada Community College

In spring 1995, Northern Nevada Community College (NNCC) conducted a survey of student satisfaction with NNCC's services. Questionnaires were distributed to students in randomly selected classes at the college's three sites, asking them to rate both the level of importance of, and their satisfaction with, selected college qualities and services. Completed surveys were received from 314 students, and findings were compared to a national survey of 17,123 students using the same instrument in fall 1993. Study findings included the following: (1) items rated statistically higher by students at NNCC than in the national sample included excellent quality of instruction, helpful library and campus staff, and adequate and accessible computer labs; (2) responses that were statistically lower than the national group included academic advisors knowledgeable about program requirements, the availability of internships, and a good variety of courses; (3) quality of instruction was rated as the most important item by respondents, while helpful Veteran's Services personnel was the least important; (4) the largest gaps in terms of high importance and low satisfaction ratings were found for campus parking and security, the existence of channels for expressing complaints, and the availability of internships or practical experience; and (5) the smallest gaps were found for a sense of belonging on campus, campus is well-maintained, and helpful bookstore staff. Findings for the three NNCC campuses are included. (KP)

DESCRIPTORS- Community Colleges; *Computer Centers; Computer Oriented Programs; Computer Uses in Education; Educational Improvement; *Educational Strategies; *Faculty Development; *Learning Laboratories; *Teacher Improvement; Teacher Workshops; Technological Advancement; *Technology Transfer; Two Year Colleges

Although technology is potentially a powerful tool for improving the teaching-learning process, studies have shown that it is widely underutilized, with many faculty lacking expertise in and awareness of available technologies. Closing this gap between the availability of technology and faculty ownership of it is the function of an instructional technology transfer center. Strategies used by 11 representative centers to enhance and improve teaching and learning at community colleges include efforts targeted at faculty as a group, at individual teachers, and at the campus as a whole. Group strategies include conducting needs assessments to prioritize training interests, offering day-long workshops to train faculty to use software packages or mini-workshops of less than 2 hours to cover such specific topics as how to use a laser disc or test-generating programs, arranging vendor demonstrations of products, and establishing special projects and faculty teams. Strategies focusing on individuals include providing materials for independent learning; establishing curriculum application projects, offering release time, professional development awards, and monetary compensation; designating proficient faculty as mentors; and loaning hardware and/or software during academic breaks. Finally, campus-wide initiatives include newsletters to keep faculty informed of center activities, open houses and orientation sessions for new employees, computer fairs, involving faculty on center steering committees, and acting as a clearinghouse of information for vendors. Contains seven references. (KP)

ED 387 169 JC 950 471

Lever-Duffy, Judy C.

Planning for Computer-Based Distance Education: A Review of Administrative Issues.

PUB DATE- 10 Mar 92

NOTE- 15p.; Paper presented at the Executive Conference of International Business Machines Academic Information Systems (Palm Springs, CA, March 10, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; *College Planning; Community Colleges; *Computer Networks; Computer Uses in Education; *Cost Effectiveness; *Distance Education; Educational Technology; Nontraditional Education; *Personnel Needs; Program Costs; Program Implementation; Special Needs Students; Two Year Colleges

IDENTIFIERS- *Miami Dade Community College FL Homestead Campus

The Homestead Campus of Miami-Dade Community College, in Florida, serves a sparsely populated area with a culturally diverse population including migrant farm workers, prison inmates, and U.S. Air Force personnel. To increase access to college services, the campus focused on implementing a computer-based distance education program as its primary technology initiative. The campus undertook an analysis of the costs and benefits associated with implementing the program to determine

(Education); *College Outcomes Assessment; Community Colleges; Community Services; Economic Development; *Educational Quality; Labor Force Development; *Organizational Effectiveness; *Outcomes of Education; School Community Relationship; *State Standards; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *North Carolina Community College System

The data presented in this report are indicators of the level of success of the North Carolina Community College System (NCCCS) in the 1993-94 academic year as measured by student outcomes and the extent to which the system addresses the needs of the state. Where possible, 5-year data are also presented. Seven critical factors are examined: (1) student success, as measured by number of continuing students; progress of literacy students; number of high school equivalency diplomas awarded compared to the number of state dropouts; performance of transfers after 2 semesters; rate of success on licensure exams; program completion rates; and passing rates for remedial and general education courses; (2) resources, measured by institutional salaries; student/faculty ratio; participation in staff development programs; currentness of equipment; library standards; and system funding for full-time equivalent (FTE) students; (3) access, assessed in terms of enrollment of high school dropouts, handicapped, single parents, nontraditional high school diploma earners, and inmates; numbers served through literacy programs; percentage of students receiving financial aid; and percent of population in service area enrolled; (4) education continuum, evaluated by number and percent of recent high school graduates enrolled; enrollment in cooperative agreements with high schools; tech prep student enrollment; and number and percent of University of North Carolina students who attended a community college; (5) workforce development, evidenced by the number of employers and trainees served; number of workplace literacy sites; employer satisfaction; and graduate employment status; (6) community services, measured in terms of courses offered, senior citizen enrollment, and support of community services; and (7) program management and accountability, assessed by an annual program audit, program reviews, and accredited programs. (KP)

ED 387 186   JC 950 490

Sigworth, Denise
Student Withdrawal Study, Schoolcraft College.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Dropout Characteristics; Dropout Research; Followup Studies; Grade Point Average; *Predictor Variables; Program Improvement; *School Holding Power; *Student Attitudes; *Student Characteristics; Telephone Surveys; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS- Schoolcraft College MI

In winter 1995, Schoolcraft College, in Michigan, conducted a study to determine reasons why fall 1994 students withdrew from classes. Telephone interviews were conducted with 100 students who withdrew from at least one course and data on student characteristics were collected from student transcripts. Study results included the following: (1) the main reasons cited by students were personal or family (19%), working too many hours (19%), job schedule change (14%), and dissatisfied with representative sample of Baltimore (Maryland) school children from first grade through middle school. The first chapter is a discussion of major issues of retention such as: (1) why the topic is often pushed aside in schools; (2) what research has been conducted in the area; (3) costs of retention; (4) fairness; and (5) weaknesses in prior studies. Subsequent chapters discuss: (1) the educational experiences of retained students throughout the 8-year study period, including those with other forms of tracking; (2) characteristics of repeaters, including academic and adjustment problems of repeaters prior to being held back; (3) the effects of retention on standardized test scores; (4) teachers' evaluation of repeaters; and (5) retention's effect on children's attitudes toward school, self, and achievement orientation. The book also discusses retention as part of elementary and middle school tracking, and as something which has many positive consequences and which does not necessarily impede academic performance. The book ends with a discussion of why, despite these factors, retention is so stigmatized. (Contains 184 references.) (JW)

ED 387 204   PS 023 324

Thomson, Barbara J.
Words Can Hurt You: Beginning a Program of Anti-Bias Education.
PUB DATE- 93
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; Cultural Differences; Cultural Images; *Cultural Pluralism; Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; Ethnic Groups; Ethnocentrism; Family Influence; Family Role; Intergroup Relations; Learning Activities; *Multicultural Education; Parent Role; Sex Bias; Sex Stereotypes; Social Bias; *Stereotypes; Teacher Attitudes; Teacher Role
IDENTIFIERS- *Antibias Practices; Multiracial Education; Pluralism; *Pluralistic Education

An anti-bias curriculum focuses not only on the richness of various cultures, but also on seeing cultures as differing responses to common human needs--for food, shelter, fellowship, governance, and other necessities. Thus, cultures and peoples are not superior or inferior, just different. The anti-bias curriculum presented in this book has the following goals: (1) to help each child develop a positive self-concept, based on an understanding of his or her uniqueness and self-worth; (2) to develop in children an acceptance and appreciation of differences in individuals and cultures; (3) to encourage decision making about people based on appropriate information, rather than stereotypes; and (4) to help children develop attitudes and understanding that will allow them to function in a multicultural, multiracial world. The chapters follow: (1) "Why We Need an Anti-Bias Curriculum"; (2) "Creating a Supportive Environment"; (3) "Taking Advantage of How Young Children Learn," focusing on pre-operation learners, concrete experiences, the present, single attributes, egocentrism, and children's learning patterns; (4) "Bringing Anti-Bias Resources and Materials into Your Classroom"; (5) "Getting Started"; (6) "Expanding the Scope: Schoolwide Efforts"; (7) "Involving Families"; (8) "Activities Focusing on Same and Different"; (9) "Activities Relating to Cultural Awareness and Ethnocentricity"; (10) "Activities Building Disability

Boys Town, founded in 1917 by Father Edward Flanagan, attempts to respond to the challenges faced by today's children and youth with its own child care model, called the Boys Town Family Home Program. This model is based on family-style nurturing, behavioral-based instruction, and a "systems" approach to staff training and development. Boys Town's Home Campus contains over 80 "Family Homes," each dealing with the social, emotional, and spiritual needs of a small group of children. This manual is designed to help child care workers develop the necessary skills for working with troubled children and youth. The Boys Town's program emphasizes the need for training child care workers to be compassionate and competent, using aspects of the cognitive, psychodynamic (medical), behavioral, and positive peer culture (PPC) treatment models. The chapters in the guide are: (1) "Professionalism," discussing how to implement technology, develop positive consumer relationships, and communicate effectively; (2) "Teaching Social Skills," exploring social problem such as aggressive behavior, juvenile delinquency, child abuse, mental health disorders, and learning disabilities; (3) "Relationship Development"; (4) "Tolerance Levels"; (5) "Principles of Behavior"; (6) "Overview of Motivation Systems"; (7) "Recognizing and Describing Behavior"; (8) "Rationales"; (9) "Effective Praise"; (10) "Corrective Teaching/The Teaching Interaction"; (11) "Preventive Teaching," asserting the need for a proactive and planned approach; (12) "Intensive Teaching"; (13) "Youth Rights"; (14) "Problem-Solving"; and (15) "Self-Government," emphasizing the need for youth to participate in decision-making. Contains 33 references. (BGC)

ED 387 223 PS 023 554

Smith, Peter K., Ed.; Sharp, Sonia, Ed.
School Bullying: Insights and Perspectives.
PUB DATE- 94
NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; Behavior Problems; Change Strategies; Childhood Attitudes; Classroom Techniques; Conflict Resolution; Curriculum Development; *Discipline; Elementary Secondary Education; Foreign Countries; Interpersonal Competence; *Intervention; Peer Relationship; Playgrounds; Punishment; Sanctions; *Social Behavior; Social Cognition; *Student Behavior
IDENTIFIERS- *Bullying; England (Sheffield)

Recent research has shown that school bullying is a pervasive phenomenon. With increasing awareness of the problem, schools are learning to address school bullying. A series of investigations in 23 schools over a 2.5 year period was conducted in Sheffield, England, one of the largest monitored interventions to date. This book examines the nature and extent of bullying in schools and gives a succinct account of research into ways of reducing the problem. The book discusses the following approaches to dealing with bullying: (1) developing a whole-school policy; (2) using classroom and curriculum materials; (3) training lunchtime supervisors; (4) improving playground environment; and (5) working directly with students involved in bullying situations. The book's chapters and

Development; Staff Development; *Teacher Competencies; Teacher Education Curriculum; Teacher Workshops; Training Methods; Word Processing
IDENTIFIERS- Technology Integration

Kindergarten teachers are not receiving instruction in computer literacy, and the kindergarten curriculum does not include instruction in use of computers. A practicum project addressed the problem of bilingual (Spanish-English) kindergarten teachers who did not know how to use computer word processing programs. Major goals of the project were to increase teachers' computer literacy through their: mastery of word processing skills; creation of school-related documents, with graphics; learning of computer maintenance; and mastery of and comfort with computers for application in their teaching and classroom management. The computer instruction and training program that was designed and implemented for the project concentrated on increasing the word processing skills of the bilingual kindergarten teachers using instructional and educational technology. Twelve kindergarten teachers participated in the program. Analysis of evaluation data revealed that the bilingual kindergarten teachers understood basic computer technology, and achieved the goals of the project. (Nine appendices include a copy of the faculty survey questionnaire, computer literacy pre- and posttest, a computer care and maintenance evaluation instrument, and samples of teachers' work. Contains 25 references.) (AA)

ED 387 240 PS 023 587

Aitken, Claudia Jean
Using a Classroom Approach To Teach Peer Mediation to Grades 3 and 4 by Developing a Peacebuster Manual.
PUB DATE- 95
NOTE- 83p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Arbitration; Change Strategies; Classroom Environment; Classroom Techniques; *Conflict Resolution; Counseling Techniques; Elementary Education; *Elementary School Students; Grade 3; Grade 4; Interpersonal Communication; Interpersonal Competence; Models; *Peer Relationship; Practicums; Program Descriptions; School Safety; Social Cognition; Student Attitudes; Student Responsibility
IDENTIFIERS- *Conflict Management; Nonviolence; *Peer Mediation

This practicum set up a classroom-based model for peer mediation in grades 3 and 4. During the project's implementation, the school psychologist delivered, individually to each of 6 different third and fourth-grade classrooms, 8 weeks of classroom instruction on conflict resolution. When all 6 classes were familiar with conflict resolution techniques, the classroom teachers, with the aid of the school psychologist, chose 30 students to take part in more intensive training and to serve as peer mediators, or, as this model referred to them, Peacebusters. All third- and fourth-grade students agreed to comply with the peer mediation rules and to have their conflicts resolved by Peacebusters during unstructured school time. Analysis of the evaluation data showed that all students who were part of the intervention became familiar with conflict resolution methods and the classrooms became more peaceful environments in which the children could learn, cooperate, and get along with one another. As a result of intervention, a peer mediation manual was developed for future use in grades 1 questions to be answered concerning primary school curriculum and instruction, grouping patterns and assessment, discipline and reward systems, exceptional education, professional development of teachers and administrators, and parent involvement. Part 3 presents the Fulbright exchange experience from a comparative researcher's educational and administrative perspective. A final section includes a synthesis of parts 1 and 2, and emphasizes the importance of not over-generalizing about any country's educational system. An appendix contains various curriculum materials. (MDM)

ED 387 260 PS 023 621

Karila, Kirsti
Situated Learning in the Development of Kindergarten Student Teacher.
PUB DATE- Sep 95
NOTE- 12p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Context Effect; Educational Attitudes; Foreign Countries; Higher Education; *Kindergarten; Longitudinal Studies; Primary Education; Student Attitudes; *Student Teachers; Student Teaching; *Teacher Competencies; *Teacher Education; *Teaching Skills
IDENTIFIERS- Finland; *Situated Learning

This longitudinal study examined the development of expertise as a situational and contextual process among nine student teachers during their 3-year enrollment in a kindergarten training college in Finland. The research report is based on observations of student teaching, interviews with the student teachers, and student teacher diaries. Utilizing a situated learning framework, the data indicate that the social elements of the student teachers' training, such as personal interaction, shared attitudes toward children, and previous educational experience were more determinant of the student teachers' expertise development than physical elements of the training, such as the class schedules, classrooms, and organization of the course of study. The study concludes by arguing that teacher education needs to pay much more attention to the situational aspects of learning. (Contains 17 references.) (MDM)

ED 387 261 PS 023 628

Casper, Lynne M.; O'Connell, Martin
What Does It Cost To Mind Our Preschoolers?
PUB DATE- Feb 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Day Care; Day Care Centers; *Economic Factors; Family Day Care; *Family Income; Poverty; Preschool Education
IDENTIFIERS- *Child Care Costs

This booklet provides information on the use and cost of child care for preschoolers. Tables and charts provide data on: (1) child care arrangements used by employed mothers for preschoolers; (2) the weekly cost of preschool child care from

Policy Agendas for the 1990s; see RC 020 224.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Failure; Dropouts; *Educational Environment; *Educationally Disadvantaged; Educational Policy; Educational Research; Elementary Secondary Education; Equal Education; Higher Education; Low Achievement; *Mexican American Education; Mexican Americans; Minority Groups; *Outcomes of Education; *Population Growth; School Holding Power; White Students
IDENTIFIERS- *Chicanos; Hispanic American Students

This chapter addresses the Chicano schooling experience by presenting an overview of the conditions and outcomes of Chicano schooling problems. School failure among Chicano students refers to their persistently, pervasively, and disproportionately low academic achievement. For example, in 1979 the average number of years Chicanos remained in school was 11 as compared to 13.4 years for Whites. In addition, school failure is not confined to any one location and is widespread among Chicano student enrollments. Schooling conditions and outcomes for the Chicano student population include: (1) a history of segregation; (2) exclusion of Chicano students' language and culture from the curriculum; (3) disproportionately low performance on achievement tests; (4) a significantly high dropout rate; (5) lower funding for schools with predominantly minority students; (6) poor quality of teacher-student interactions; (7) exposure of Chicano students to greater amounts of "low-status knowledge" as opposed to "higher-status knowledge"; (8) lower rates of college eligibility, lower rates of enrollment in college, and higher rates of attrition once enrolled in college, compared to White students; (9) exposure of Chicano students to harmful amounts of stress; (10) questionable or inappropriate special education assessment tools and practices; and (11) a low percentage of Chicano school teachers. A projection of racial/ethnic youth population indicates that the number of Chicano and other Latino children will triple by the year 2020. This population growth, along with the gradual erosion of economic and educational gains of Chicanos, point to the immediate need for school reform. Contains 70 references. (LP)

ED 387 281 RC 020 226

Donato, Ruben; And Others
Segregation, Desegregation, and Integration of Chicano Students: Problems and Prospects. Chapter 2.
PUB DATE- 93
NOTE- 39p.; In: Chicano School Failure and Success: Research and Policy Agendas for the 1990s; see RC 020 224.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- *Academic Failure; Bilingual Education; Desegregation Effects; Educational Change; Educational History; Educational Policy; Educational Practices; Elementary Secondary Education; Equal Education; Low Achievement; *Mexican American Education; Mexican Americans; *Racial Discrimination; *Racial Integration; *School Desegregation; *School Resegregation
IDENTIFIERS- *Chicanos; Hispanic American Students; Language Minorities

This chapter examines connections between segregation and Chicano school failure. The isolation of Chicano students in "Mexican

Elementary Secondary Education; Health Services; High School Students; *Public Opinion; *Quality of Life; *Rural Areas; Rural Education; Rural Youth; *Student Attitudes
IDENTIFIERS- Health Care Reform; *Illinois Rural Life Panel

The Illinois Rural Life Panel, a sample of approximately 2,000 residents living in Illinois' 76 nonmetropolitan counties, is surveyed annually about various issues. The 1993 survey results are reported in four brief summaries. In the first summary, which discusses health care, panelists indicated dissatisfaction with the current health-care system, yet were leery of the potential cost of a national health insurance program. Expectations of meaningful improvements under the Clinton administration were low. In the second summary, which discusses the quality of life in rural Illinois, the majority of panelists believed that the quality of life improved rather than worsened. However, the percentage of panelists who felt that the quality of life in their community is deteriorating has increased steadily from 1989 to 1993. Rural communities that maintained the quality of public services, most notably schools, were most likely to avoid the vicious circle of population losses/declining taxes/declining services/more population losses. In the third summary, which discusses state government and economic development issues in rural Illinois, balancing the budget, attracting new business, avoiding tax increases, and increasing funding for education were the high priority issues identified. The fourth summary compares panel responses to those of 5,600 rural high school students on questions about community life and problems, educational quality, teachers and schools, and employment and outmigration of youth. While differing on many individual questions, both adult panelists and high school students concurred that overall their communities were good places to raise children, and that creation of jobs for the college-educated was critical to keeping young people in their community. (TD)

ED 387 297 RC 020 266

Hill, Norbert S., Jr., Ed.
Words of Power: Voices from Indian America.
PUB DATE- 94
NOTE- 68p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indian History; American Indians; *Beliefs; *Nonformal Education; Religion; *Traditionalism; *Values
IDENTIFIERS- *American Indian Philosophy; *Quotations; Spirituality

This book represents a compilation of past and contemporary quotations by American Indians that reflect Indian philosophy and traditional knowledge. By including contemporary sayings, the book demonstrates that while peoples and conditions have changed, the basic perspectives of Indian peoples remain constant. Quotations cover values; spirituality and religion; tradition and history; women and men; children and education; economics, money, and power; land and environment; insight and appreciation; philosophy and culture; leadership; struggle, conflict, and treaties; justice, reconciliation, and peace; and community. Each quotation includes the name of the speaker and date. A list of sources for copyrighted works and an index of speakers are included. (LP) student teachers and to provide guidance on activities to help students learn science more effectively and more efficiently. Chapters include: (1) "Science Teacher Mentoring," focusing on the role of the mentor and science teacher development; (2) "Observing Science Teachers at Work," describing various types and levels of observing science teachers in the classroom; (3) "Activities for Pupils," presenting resources and strategies for the teaching of science; (4) "Planning and Managing," offering classroom management and lesson plans; (5) "Science Investigations," helping student teachers develop skills and strategies to learn in open situations; (6) "Communicating Science," helping student teachers recognize the important different modes of communication in the learning of science; (7) "Science and Knowledge," urging student teachers to think about the nature of science itself; (8) "Science and People," showing student teachers ways in which the ethical issues that are raised by science might be presented and explored by pupils; (9) "Progression in Pupils' Ideas," offering student teachers a model of cognitive development; (10) "Assessment," emphasizing the need for student teachers to assess their pupils' performance in science by any method, formal or informal; and (11) "Progress and Potential," providing a framework for working with student teachers as they progress through training. Two appendices include teacher competencies and three addresses of British organizations. (Contains 91 references) (JRH)

ED 387 316 SE 056 568

Baveye, Philippe, Ed.; And Others
Soil Science Education: Philosophy and Perspectives. SSSA Special Publication Number 37.
PUB DATE- 94
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Agronomy; *Earth Science; Educational Philosophy; Elementary Secondary Education; Graduate Study; Higher Education; *Holistic Approach; Science Education; *Soil Science; *Systems Approach

Soil science provides the educational framework to integrate components of earth science systems, to understand the causes and consequences of spatial variability, and view dynamic processes impacting ecosystems in a holistic perspective. This book, a special publication of the Soil Science Society of America (SSSA), identifies and analyzes current challenges facing soil science education. Chapters include: (1) "Introducing Soil Science into the K-12 Curriculum" ("Cooper, Terence H.; Schultz, John W.; & Barton, Marion); (2) "Undergraduate Core Curriculum in Soil Science" (Barbarick, K. A.); (3) "Trends in Soil Science Teaching Programs" (Letey, J.); (4) "Revision and Rescue of an Undergraduate Soil Science Program" (Taskey, Ronald, D.); (5) "Understanding Cognitive Styles: How To Teach to the Whole Soil Science Classroom" (Friedman, Diana, B.; & Parrott, Rodney, J.); (6) "Private Sector Experience of a Soil Science Graduate" (Reese, Frances A.); (7) "Advising M.S. Graduate Students: Issues and Perspectives" (Sparks, Donald L.); (8) "Supervision of Ph.D. Level Soil Science Graduate Students" (Jackson, Marion, L.); (9) "Advising Doctoral Students in Soil Science" (Traina, Samuel J.); (10) "The Advisor-Advisee Relationship in Soil Science Graduate Education: Survey and Analysis" (Baveye, Philippe; and Vermeylen, Francoise); (11) "Educational Needs in of learning activities. The Cell topic was taught to an experimental group using the Jigsaw method and cooperative learning strategies and to a control group using the customary frontal method. Research instruments included the achievement test on the cell topic and observations before and during the learning activity. Results indicate that students who studied by the Jigsaw method had higher achievement in the test than students in the control group and high achievements were obtained with students with medium academic ability. In classes that improved greatly in academic achievements, the cooperative learning activity increased and positive attitudes towards the Jigsaw method were found. This study recommends developing additional study units in biology for junior high schools as a way to improve academic achievements as well as laboratory skills. Contains 12 references. (Author/JRH)

ED 387 337 SE 056 679

Moon, C. Jean; Schulman, Linda
Finding the Connections: Linking Assessment, Instruction, and Curriculum in Elementary Mathematics.
PUB DATE- 95
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Mathematics Curriculum; *Mathematics Instruction; *Portfolios (Background Materials); *Student Evaluation
IDENTIFIERS- *Alternative Assessment; *Authentic Assessment

This book provides practitioners with an introduction to alternative assessment that is comprehensive, practical, and to the degree allowed by the printed page, interactive. Theoretical and practical aspects of assessment are discussed in a way that suggests the process-oriented nature of alternative assessment rather than a fixed end point. Student work is used to illuminate ideas. Chapters are: (1) "Finding Our Way," (2) "Identifying Abilities We Value," (3) "Creating a Match: Reforming the Curriculum," (4) "Documenting Student Progress: Descriptive Data," (5) "Documenting Student Learning: Numerical Ratings," (6) "Interviews and Group Assessments," (7) "Portfolio Assessment: A Tool for Building Reflective Learners," (8) "Making Students Part of the Assessment Process: Encouraging Self-Assessment," (9) "Reporting Assessment Information," and (10) "Finding the Way: Three Journeys." A glossary is included. Contains 55 references. (MKR)

ED 387 338 SE 056 700

Daniels, Harry; Anghileri, Julia
Secondary Mathematics and Special Educational Needs.
PUB DATE- 95
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Individual Needs; Language Role; Mathematics Education; Secondary Education; *Special Education; *Special Needs Students; Teaching Methods

This book discusses better methods of teaching children with single in-service program, SummerMath for Teachers, each exemplifies an aspect of the change process generic to teachers' efforts to transform their mathematics instruction. Chapter titles are: (1) "Introduction," (2) "Cultivating New Visions: Ana Malave, Betsy Howlett, and Pat Collins," (3) " A Sample Mathematics Lesson for Teachers: Xmania," (4) "Becoming a Mathematical Thinker: Linda Sarage," (5) "Stages of Development: Jill Lester," (6) "The Rug Pulled Out from Under Her: Sherry Sajdak," (7) "What's So Special About Math? Lisa Yaffee," (8) "Learning to Take Risks: Ginny Brown," (9) "Learning to Lead: Geri Smith," and (10) "Conclusion." An appendix contains resources for teachers and a chronology of SummerMath for Teachers. Contains 110 references. (MKR)

ED 387 358   SE 056 880

Sharp, Richard M.; And Others
Scribble Scrabble: Ready-in-a-Minute Math Games.
PUB DATE- 95
NOTE- 89p.; Illustrations by Steve Hoeft.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Arithmetic; *Educational Games; Elementary Education; Geometry; *Manipulative Materials; *Mathematics Instruction; Mathematics Materials; *Parent Participation

Mathematics research has discovered two elements that are consistently linked to student achievement: parental involvement and manipulative materials. This book offers a rich assortment of spinner, matrix, and card learning games which can be used in the classroom or at home. The concepts and skills range from whole number operations to geometry. The directions and materials are simple, and all the games are readily reproducible. Furthermore, they have a wide variety of classroom uses; are adaptable to varying instructional objectives; and can be used by individual students, small groups, or whole classes. (MKR)

ED 387 359   SE 056 937

Guide To Reform in Mathematics and Science Education: The Big Players.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 10p.; A SCIMAST Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Federal Programs; *Mathematics Education; *Organizations (Groups); *Science Education
IDENTIFIERS- *Reform Efforts

Many organizations, both public and private, are involved in the current push for reform in science and mathematics education. This guide to some of the players in science and mathematics education is selective, focusing on key players at the national level. It is designed to be used by teachers and parents to orient themselves to the ongoing reform efforts and to use the

Framework for Secondary Social Studies/Language Arts Core.
PUB DATE- May 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Core Curriculum; Cross Cultural Studies; Cultural Awareness; *Cultural Differences; *Cultural Pluralism; Culture Contact; Ethnicity; Ethnic Relations; Interdisciplinary Approach; *Language Arts; *Multicultural Education; *Relevance (Education); Secondary Education

This paper proposes a multicultural education framework for curriculum development for social studies/language arts core classes taught in a multicultural setting. The themes proposed in the framework are meant to be embedded in an integrated, holistically organized program. The purpose of the paper is to provide a curriculum framework model suitable for presentation at a social studies and/or language arts conference. This is not a closed model but intended to be dynamic in order to open discussion about a multicultural education curriculum. The multicultural themes suggested as applied to integrated social studies/language arts programs include: (1) "Understanding Self and Others: Culture, Ethnicity, and Personal and Group Identity"; (2) "Critical Participation in a Pluralistic Democracy"; and (3) "Multicultural, Transformative Content Knowledge." (EH)

ED 387 380 SO 025 167

Sewall, Gilbert T.
Religion in the Classroom: What the Textbooks Tell Us. A Report.
SPONS. AGENCY- Henry Luce Foundation, New York, N. Y.
PUB DATE- May 95
NOTE- 39p.; Funding also received from the Richard Lounsbery Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Content Analysis; *Controversial Issues (Course Content); Course Content; Current Events; Elementary Secondary Education; Moral Issues; Political Issues; *Religion; *Religion Studies; Social Studies; *Textbook Content; Textbook Evaluation; *Textbook Research; Textbooks; Values

This report brings together recent research, analysis, and textbook evaluations to explain what lies behind today's school wars over teaching about religion. It concludes that textbook controversies involving religion are an important part of a large cultural debate. Some of the most divisive and important curriculum issues of current times, focusing on the changing content of educational materials in civics, history, social studies, and health are considered. Specifically, it argues that in spite of shortcomings, satisfactory treatment of religion does exist in some civics and history texts. The greater danger is to be found in the non-historical social studies, such as psychology and health, which include content likely to aggravate the culture wars, compromising religious-based moral principles as they promote new ideas of "self-esteem" and "caring." The document includes the following: (1) "The Context of Culture"; (2) "Religion and the Curriculum"; (3) "Textbooks and the Christians"; (4) "History and Social Studies Textbooks Today"; and (5) "Reflections." Appendices include: textbooks examined; sample indexes; and four examples.

ED 387 400 SO 025 282

Andrews, Sona Karentz; And Others
Beyond Seeing and Hearing: Teaching Geography to Sensory Impaired Children. An Integrated Based Curriculum. Pathways in Geography Series, Title No. 2.
PUB DATE- 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Disabilities; Elementary Education; Elementary School Curriculum; *Geographic Concepts; *Geography; *Geography Instruction; *Hearing Impairments; Integrated Activities; Integrated Curriculum; Locational Skills (Social Studies); Maps; *Social Studies; Teaching Methods; *Visual Impairments

This monograph examines issues and problems involved in teaching geography concepts to visually and hearing impaired elementary school children. Some solutions are offered by providing a teaching unit for classroom use. The unit is designed to integrate and build upon the experiences and knowledge of all students in the class. The volume includes: (1) Preface; (2) Introduction; (3) Chapter 1--"The Sensory Impaired Child and Curriculum Issues"; (4) Chapter 2--"Children with Hearing Losses: Are They Really That Different?"; (5) Chapter 3--"Visually Impaired Children: Abilities and Needs"; (6) Chapter 4--"Developing a Unit of Instruction: The Process and a Model"; and (7) "Bibliography." Appendixes include: Social Studies; Week by Week Plan; Week Plan; The Week in Detail; The Lesson Plan; and a 26-item Unit Bibliography covering children's books, Great Lakes: resource books, Wisconsin-Indians, games, and children's books: resource books. Contains 135 references. (EH)

ED 387 401 SO 025 283

Environmental Issues in Brazilian Society. Fulbright-Hays Seminars Abroad Program. June 26-July 31, 1994.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 471p.; Pictures will not reproduce well. Original contains occasional duplicate pages.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Climate; *Conservation (Environment); Conservation Education; Developing Nations; Environment; *Environmental Influences; Global Education; Instructional Materials; *Latin American Culture; Latin American History; *Latin Americans; *Science and Society; Social Studies; *Sustainable Development
IDENTIFIERS- *Brazil

This book contains a review of the 1994 Fulbright-Hays Seminars Abroad Program along with lesson plans from 13 of the participants. The curriculum projects contained in this book include: (1) "The Brazilian Cinema: A Critical Appreciation of An Industry in Turmoil" (Aaron Braun); (2) "Reflections on the Relationship between Brazilian Communities and the Environment" (John G. Clark); (3) "A Program for Freshmen Library

Examining Key Themes and Questions in U.S. History. The 1994 National Assessment of Educational Progress in U.S. History.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Achievement Rating; *Educational Assessment; Elementary Secondary Education; *Geographic Concepts; Grade 4; Grade 8; Grade 12; Group Testing; Knowledge Level; Measurement; Performance; *Standards; Student Evaluation; *Testing; Testing Programs; Test Results; *United States History
IDENTIFIERS- *National Assessment of Educational Progress

This booklet reports on the 1994 National Assessment of Educational Progress (NAEP) in U.S. History for 4th, 8th, and 12th grade students. The booklet contains the following sections: (1) Why We Assess History; (2) Preparing the 1994 NAEP U.S. History Assessment; (3) What is NAEP? (4) Creating a Framework for the U.S. History Assessment, with What the NAEP U.S. History Assessment Examines, Basic Assumptions, Content and Design, and Elements of the Framework; (5) Sample of Illustrative Examples from Periods 2 and 6; (6) What is NAGB? (7) Attributes of the 1994 History Assessment; and (8) Special Study. (EH)

ED 387 424 SO 025 371

Belanus, Betty J.; Kerst, Catherine H.
Everyone Eats Bread: A Multicultural Unit for First Graders.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bakery Industry; Cross Cultural Studies; Early Childhood Education; Elementary Education; *Food; *Global Education; Grade 1; Grains (Food); *Multicultural Education; Primary Education; Social History; *Social Studies
IDENTIFIERS- *Bread; Montgomery County Public Schools MD

This multicultural teaching unit was developed and tested with the first grade classes of Glenhaven Elementary School, Wheaton, Maryland. The lessons focus on bread as a common food in the world but explores the many types of bread and its symbolism. The unit is divided into four parts. Part 1, "Introduction to Bread," contains lessons on the following: (1) "What Is Bread?" (2) "Is This Bread?" (3) "What Is Bread Made of?" and (4) "Who Eats Bread? When and Why?" Part 2, "Bread for Every Occasion," includes the following: (1) "Everyday vs. Special Bread Activity"; (2) "Creating Our Own 'Special' Breads Activity"; (3) "Where Do We Get Bread--A Pretend Bakery Activity"; and (4) "What Else Is Eaten on Bread Fun Day Activity." Part 3, "Let's Visit Bakeries," contains the following: (1) "Orientation in Slides"; (2) "Bakery Field Trip"; and (3) "Follow-up to Visit." Part 4, "Let's Celebrate with Bread--International Bread Fair," includes the following: (1) "Preparation for 'Fair' Activity"; (2) "Bread Fair Discussion"; (3) "Tasting Activity"; and (4) "Writing about Bread." Suggestions for assessments, follow-up activities and a bibliography also are included. (EH)

Inclusive Schools; Kindergarten; Lesson Plans; Mainstreaming; *Movement Education
IDENTIFIERS- *Developmentally Appropriate Programs; Kinesiology; *PACE VII

This volume contains summaries of 13 presentations at the PACE (Positive Approaches to Children's Education) conference. The titles are: "Fabulous Fitness Fun" (Deborah L. Arfman); "Manipulative Equipment Modified for Success" (Noel Bewley); "Fitness Play-Focus on Fun" (Noel Bewley); "Keeping Them All Moving: Strategies and Activities for Inclusive Groups of Elementary Age Children" (Fiona Connor-Kuntz); "Creative Movement for All" (Margot E. Faught); "Curriculum Counts I: Practical Strategies for Effective Curriculum Building" (David L. Gallahue); "Combining Cooperative and Academic Activities in the Developmental Movement Program" (Deborah A. Garrahy); "Cooperative Group Initiatives: Activity Ideas That Work" (Thomas Green); "Contemporary Line Dances for Kids" (Gwen Hamm); "Curriculum Counts II: Organizational Considerations for Effective Lesson Planning" (Ruy J. Krebs); "Kindergarten Motor Development Curriculum and Activity Ideas" (Armine "Tina" Leaman); "Inclusion in Physical Education" (John C. Ozmun); "Creative Collaborations in Movement and Music" (Lisa Van Scyoc and Deborah A. Garrahy). Includes a conference schedule. (JB)

ED 387 443 SP 036 169

PACE VIII. Focus on Fitness: For Elementary and Middle Schools Curriculum/Instruction/Assessment.
PUB DATE- Jun 95
NOTE- 155p.; Summaries of papers presented at the PACE (Positive Approaches To Childrens Education) VIII Conference (Bloomington, IN, June 21-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Childrens Games; *Class Activities; Curriculum Development; Dance Education; Elementary Education; *Health Education; *Health Promotion; *Health Related Fitness; Junior High Schools; Lesson Plans; Middle Schools; Nutrition; *Physical Education; *Physical Fitness Tests; Skill Development
IDENTIFIERS- Kinesiology; *PACE VIII; Resistance Training

This volume contains 13 presentations from the 1995 PACE (Positive Approaches to Children's Education) conference. The titles are: "Y's Way to a Healthy Heart" (Cheryl Arnold); "Fitness Games: Lets Activate Everyone" (Noel Bewley); "The Heart Obstacle Course" (Felice Cloyd); "Fitness Fun For Everyone" (Kathy Dean); "How To Organize a 'Health and Fitness Week' in Your School" (Mandy Farlow-Davis); "Fitness Infusion Skill Development Process" (Jackie Ferguson); "Instructional Strategies for Fit Movers, Eager Movers and Informed Movers" (David L. Gallahue); "Country Line Dances" (Gwen Hamm); "Positive Approaches to Physical Activity for Low-Fit Children" (Arlene Ignico and Cathie Burton); "Three Popular Fitness Assessment Tests" (Cheryl Lewendowski, Jeff Mclaine, and Mike Willett); "The ABC's of Resistance Training for Kids" (Alan E. Mikesky); "In Search of Relevant and Credible Physical Fitness Standards for Children!" (Wynn F. Updyke); and "Nutrition to Fuel Active, Growing Bodies" (Becky Zimmerman). (Several papers contain references.) (JB)

ED 387 444 SP 036 172

A World of Learning: Practical Manual. Enhancing the Multiplier

advisors; reframing validity as research and instruction are combined; the value of putting learning ahead of research and measurement goals; integration of research and measurement with instruction; use of qualitative and quantitative responses to interpret student responses to the inventory; measurement perspectives on score uses; items specific to the local context and philosophy of learning; and inventory revision based on statistical techniques and informed judgment. The inventory is appended, along with an educator's guide to the inventory. (Contains 34 references.) (SW)

ED 386 998 HE 028 579

Eimers, Mardy T.
Exploring Faculty Career Progression: A Retention and Tenure Perspective. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Promotion; Higher Education; *Institutional Research; *Nontenured Faculty; Regression (Statistics); State Universities; Teacher Characteristics; *Teacher Employment; *Tenured Faculty
IDENTIFIERS- *AIR Forum; *University of Missouri

This study identified the likelihood of new, tenure-track assistant professor obtaining tenure at a large multicampus university (the University of Missouri system). Logistic regression was used to determine whether certain faculty characteristics help to explain who received tenure. The tenure rate was based on the percentage of new assistant professors who secured tenure by the end of their sixth year. Five cohorts during 1982-1986 of new assistant professors (n=385) from four campuses were tracked, as were 195 full-time assistant professors who had been promoted to associate professor during 1983-1986. Findings indicated: more assistant professors had left the university (44 percent) than had secured tenure (39 percent) in 6 years; of four discipline areas, assistant professors in the health professions were least likely to secure tenure; gender did not help to predict whether an assistant professor received tenure; for those who left, departure was gradual over the 6-year period; and 21 percent of the associate professors were promoted to full professor by the end of their 6th year after receiving tenure. (Contains 21 references.) (SW)

ED 386 999 HE 028 580

Harvey, Bryan C.; And Others
Embracing the Inevitable: Building a Legislative "Report Card" as an Institutional Priority. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

includes an environmental scanning committee to collect and synthesize information on trends in the economy and in higher education that are likely to affect the college in the future. (SW)

ED 387 016   HE 028 597

Barrett, Martha Cohen; And Others
Perceptions of Non-Instructional Staff at the University of Michigan: A Content Analysis. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 59p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; Employer Employee Relationship; *Employment Experience; Employment Practices; Evaluation Methods; Higher Education; *Institutional Research; Quality of Working Life; *School Personnel; Staff Development; Surveys; *Work Environment
IDENTIFIERS- *AIR Forum; *University of Michigan

The nature of the work environment as perceived by non-instructional staff was studied at the University of Michigan. Content analysis was undertaken of responses to open-ended survey questions answered by 4,891 non-instructional staff. Qualitative data from the content analysis were analyzed and compared to results of a quantitative data analysis from the same survey about the nature of the work environment. Six content categories relating to the work environment emerged from the content analysis: salary and benefits issues, quality concerns, physical environment, general work environment, personal work experience, and staff development opportunities. Overall, the content analysis results reinforced the quantitative survey results. The 186 negative comments about quality (77.2 percent of all the quality comments made) were consistent with quantitative analysis findings suggesting that the University as a whole was not rated as having very supportive work processes. A larger percentage of positive comments was made about personal work experiences than about the general work environment. Some inconsistencies also appeared. While the opportunity for improvement training was rated favorably on the quantitative portion of the survey, most of the open-ended comments made about staff development (73.3 percent) were negative. Appendices detail the survey results. (Contains 38 references.) (SW)

ED 387 017   HE 028 598

Sanjeev, Arun P.; Zytkow, Jan M.
Automated Knowledge Discovery in Institutional Data To Support Enrollment Management. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Credits; College Graduates; *College Students; Grade Point Average; Higher

ED 387 035 HE 028 616

Gitlow, Abraham L.
New York University's Stern School of Business: A Centennial Retrospective.
PUB DATE- 95
NOTE- 307p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Accreditation (Institutions); Alumni; Business Administration Education; *Business Education; Business Education Facilities; College Faculty; Educational History; Educational Trends; Graduate Study; Higher Education; *Organizational Development; Undergraduate Study; *Urban Universities
IDENTIFIERS- *Institutional History; *New York University

This volume traces the history of the first hundred years of the Stern School of Business at New York University. Chapter 1 describes the school's original mission and founding. Chapter 2 describes how the school changed and developed as it responded to trends from 1900 to 1950. Chapter 3 explores the school's dramatic decline between 1955 and 1965 and the resulting period of self study, reform, and transformation. Chapter 4 describes the positive results of change in increased prestige and enrollment through the 1970s and 1980s. Chapter 5 returns to the early decades of the century to detail the birth and development of the Graduate School through the 1950s. Chapter 6 continues the history of the graduate school from 1960 through 1990 covering industry specific training, the doctoral program, the Masters in Business Administration program, international programs, and other developments. Chapter 7 describes Leonard N. Stern's $30 million gift to the University for its business schools and the subsequent renaming of the school and development of its programs. Chapter 8 describes Stern's institutes and centers. Chapter 9 details the school's accreditation status. Chapter 10 describes student life and perceptions. Chapter 11 describes Stern alumni and their successes. Chapter 12 speculates on the future. (Includes name and subject indexes.) (JB)

ED 387 036 HE 028 617

Wlodkowski, Raymond J.; Ginsberg, Margery B.
Diversity & Motivation: Culturally Responsive Teaching. Jossey-Bass Higher and Adult Education Series. Jossey-Bass Education Series, Jossey-Bass Social and Behavioral Science Series.
PUB DATE- 95
NOTE- 364p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Instruction; Competence; *Cultural Differences; *Culturally Relevant Education; Cultural Pluralism; Ethnic Groups; Higher Education; Inclusive Schools; Learning Motivation; Minority Groups; Multicultural Education; Student Attitudes; Student Motivation
IDENTIFIERS- Attitude Toward School; *Diversity (Student); Meaningfulness

This volume proposes and is a guide to a culturally responsive

Academic Support Needs at Rutgers University, New Brunswick.
PUB DATE- Mar 95
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *College Role; *College Students; Coping; Disadvantaged; Educational Attitudes; Higher Education; Interviews; Minority Groups; *Needs Assessment; Peer Relationship; Questionnaires; State Universities; Student Attitudes; *Student Needs; Student Personnel Services; Teacher Student Relationship
IDENTIFIERS- *Academic Support Services; *Rutgers the State University New Brunswick NJ

This study examined the academic support needs of students at Rutgers University, New Brunswick. It is based on interviews with students and administrators of various academic support programs, a self-administered survey of 694 undergraduates, and institutional records included on the Student Record Data Base. The study found that not only do students need a great deal of help of various kinds in adjusting to and performing well in a university setting, they frequently do not find the help they need. Furthermore, when undergraduates look for academic assistance, they turn to those they know best, namely their friends. The help of professors, teaching assistants, and formal academic support services is sought much less frequently. The study also found that students are often confused about where to get the help they need. Students from disadvantaged backgrounds and minority groups who were part of the Educational Opportunity Fund (EOF) were found to utilize academic support services more frequently than non-EOF students. Three appendixes provide copies of the survey instrument, student and provider interview schedules, and a proposal to fund an academic support services project. Three notes contain additional references. (MDM)

ED 387 055 HE 028 637

Educational Plant Survey, University of North Florida, April 17-19, 1995.
PUB DATE- Apr 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Campus Planning; Capital Outlay (for Fixed Assets); *College Buildings; College Programs; Construction Costs; Construction Needs; *Educational Facilities Planning; Enrollment Projections; Facility Case Studies; Facility Improvement; Facility Inventory; Higher Education; *Long Range Planning; *Needs Assessment; Space Utilization; *State Universities
IDENTIFIERS- *University of North Florida

This report presents the findings of an educational plant survey for the University of North Florida (UNF) conducted April 17-19, 1995. It contains recommendations for the educational plants of the university for the period April 17, 1995 to June 30, 2000. Part 1 outlines the statutory foundations, procedural policies, and the cooperative process of the survey while section 2 provides an overview of the university, including its historical perspective, purpose, and mission. Section 3 presents an analysis of the student population, while section 4 lists the academic programs of the university. Section 5 critical reflection can make to the reflective effort. Chapter 11 identifies risks associated with critical reflection. Chapter 12 looks at how a culture that supports critically reflective teaching can be created. (Contains over 250 references.) (JB)

ED 387 074 HE 028 659

Neave, Guy, Ed.; van Vught, Frans A., Ed.
Government and Higher Education Relationships across Three Continents: The Winds of Change. Issues in Higher Education Series, Volume 2.
PUB DATE- 94
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Developing Nations; Educational Change; *Federal Regulation; Foreign Countries; Government Role; *Government School Relationship; *Higher Education; Public Policy
IDENTIFIERS- Argentina; Brazil; Chile; China; Ghana; India; Kenya; Mexico; Philippines; Singapore; Tanzania; Uganda

This volume collects several case studies on the relationship between government and higher education in developing nations in Africa, Asia, and Latin America. In particular these studies ask whether specific forms of government regulation help to solve the crisis of higher education in the developing world better than other forms of regulation. The papers are: "Government and Higher Education in Developing Nations: A Conceptual Framework" (G. Neave and F. van Vught); "Ghana: Relations between Government and Universities" (A. Sawyerr); "Kenya: Management of Higher Education in Developing Countries: The Relationship between the Government and Higher Education" (I. M. Omari); "Tanzania: The State and Higher Education" (J. C. Sivalon and B. Cooksey); "Uganda: Higher Education and the State" (T. O. Eisemon); "People's Republic of China: Autonomy and Accountability: An Analysis of the Changing Relationships between the Government and Universities" (W. Min); "India: Government and Higher Education" (T. Majumdar); "Philippines: The Anatomy of the Government-Higher Education Relationship" (A. Gonzalez); "Singapore: University Autonomy versus State Control: The Singapore Experience" (V. Selvaratnam); "Argentina: The Federal Government and the Universities": (C. Marquis); "Brazil: Higher Education and Government" (S. Schwartzman and L. Klein); "Chile: Government and Higher Education" (J. J. Brunner); "Mexico: Towards State Supervision? Changing Patterns of Governance in Mexican Higher Education" (D. C. Levy); "Conclusion" (G. Neave and F. van Vught). Contains a subject index. Most papers contain references. (JB)

ED 387 075 HE 028 660

Goedegebuure, Leo, Ed.; And Others
Higher Education Policy: An International Comparative Perspective. Issues in Higher Education Series.
PUB DATE- 94
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accountability; College Administration; *Comparative Education; *Developed Nations; Diversity (Institutional); *Educational Policy; Educational Quality; Educational Trends; Foreign Countries; Governance; *Higher Education; International

Barnette, Ron
Reflections on Electronic Frontiers in Education.
PUB DATE- 95
NOTE- 4p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; Computer Uses in Education; Courses; Discussion (Teaching Technique); *Electronic Mail; Higher Education; *Philosophy
IDENTIFIERS- *Listservs; Valdosta State University GA; *Virtual Classrooms

At Valdosta State University (Georgia), a philosophy course, "A Virtual Classroom: The Electronic Agora," was developed and conducted entirely through computer media. Twenty-one students were in the class. The two main activities, addressing the central objectives of a philosophy course, were: (1) research, and (2) class discussion and critical dialogue. Through the university's gopher service, a virtual library with over 100 philosophical texts was created. Course handouts were posted here as well, with all resources being fully searchable electronically. All classroom discussion and dialogue was to be conducted through e-mail via an electronic list subscribed to by class members. Members would respond to the discussion topic, defend their positions, raise critical objections, respond to challenges, reflect on implied new directions for analysis and further critical thought. The development of interpersonal relationships based only upon the criticism and expansion of ideas, and the placement of class work and discussion into a course archive were identified as key elements of the virtual philosophy classroom. (MAS)

ED 387 093 IR 017 310

Foley, Francis
Planning, Developing and Installing a Campus LAN.
PUB DATE- 95
NOTE- 6p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Networks; Computer Uses in Education; Electronic Mail; *Higher Education; Library Networks; *Local Area Networks; Needs Assessment; *Planning
IDENTIFIERS- *Berry College GA; Internet; Technology Plans

Berry College (Georgia) installed a new library computer and operating system, connected five buildings via a campus local area network (LAN), added eight faculty/staff offices to the LAN, completed an Internet connection, and has a name server operating. The college has also established e-mail and limited campus accounts for 300 of its 2,000 students. Some of the activities and problems encountered in the completion of Phases One and Two of this project are discussed: how to determine the community/customer needs; how to educate the community/customer on the use of the technology and its capabilities and limitations; and how to convince the administration of the

Gettysburg College (Pennsylvania) developed a program which centered on NCSA Mosaic as a vehicle for collaborative learning. The project involved a select number of incoming freshmen who lived together in the then-experimental residential college program. Goals included mastery of basic library and computer skills, gaining familiarity with Internet resources, and integration of technology into the classroom and residence hall experience. The final project was an electronic research paper on the World Wide Web, developed by class members, which linked their own personal research and writing with others in the group. (AEF)

ED 387 113 IR 017 330

Williams, Arthur E.
Distance and Distance Research: The Need for Internet Proficiency in the Shadow of Shrinking Resources.
PUB DATE- 95
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Access to Information; *Computer Literacy; Computer Uses in Education; Curriculum Development; Financial Support; Higher Education; Information Sources; Information Technology; Library Materials; Microcomputers; *Research Problems; Rural Areas; *Small Colleges
IDENTIFIERS- *Internet

This paper discusses the need for students and faculty at small, under-funded academic libraries in rural areas, such as the University of Maine at Machias, to have Internet proficiency so they can access more sources of information. Small academic libraries in remote areas often lack the resources for students to conduct adequate research without weeks of planning. The Internet can be used as an alternative information source. However, using the Internet can be frustrating because of the huge amount of information found on it, some of which is seen as trivial. In order to make the Internet a quality research tool, a college should make a commitment to providing computers and hiring support staff to train students and faculty. Changes need to be made in the Internet, too; standards and a system of organization need to be imposed on it. (AEF)

ED 387 114 IR 017 331

Jenny, Frederick J.
Mobile Computing at Grove College.
PUB DATE- 95
NOTE- 5p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Computer Printers; *Computer Uses in Education; Costs; *Curriculum Development; *Educational Strategies; Higher Education; *Information Technology; Problems; Staff Development

Malcom, Head of the Directorate for Education and Human Resources Programs, AAAS; Ron Rescigno, District Superintendent, Hueneme School District; Linda Roberts, Director and Special Advisor, Office of Educational Technology, Department of Education; and Connie Stout, Director, Texas Education Network, TENET Project, Computation Center, University of Texas at Austin. The prepared statement of Richard W. Riley, Secretary of Education, is also included. (MAS)

ED 387 133 IR 055 660

Evans, G. Edward
Developing Library and Information Center Collections. Library Science Text Series. Third Edition.
PUB DATE- 95
NOTE- 556p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Library Administration; *Library Collection Development; *Library Material Selection; Library Policy; Needs Assessment; Selection Tools; Users (Information)

Designed to help library students gain an understanding of building library collections for specific communities of users, this text presents the process of collection development. Emphasizing collection development in general, rather than the process in any particular institutional setting, the book provides a discussion of needs assessment, policies, and selection. The process is streamlined by minimizing the variables involved in selection. This book reflects the impact of technology on all phases of collection development and one chapter focuses solely on electronic materials. After reviewing the steps in the collection development process, it considers the role of publishers, explores specific types of publications, such as serials, government information, and audiovisual and electronic materials. Discussion is included on such related subjects as acquisitions, distributors and vendors, fiscal management, deselection, evaluation, and cooperative arrangements and resource sharing. Protecting the collection, legal issues, and censorship and intellectual freedom are also examined. In a final chapter, the future of collection development is explored. This book serves as a resource for collection development, general reference, and library management. As an overview of collection development, it serves as a survey of current developments in the field. (MAS)

ED 387 134 IR 055 661

Reimers, Fernando; And Others
Confronting Future Challenges: Educational Information, Research and Decision-Making. Studies in Comparative Education Series.
PUB DATE- 95
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Information; *Decision Making; Documentation; Educational Administration; *Educational Policy; *Educational Research; Futures (of Society); Information

ED 387 152 JC 950 441

Women in Technology End of Year Report, July 1994-June 1995.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 31 Jul 95
NOTE- 73p.; For a 1990-91 report, see ED 344 014.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; Attitude Change; Community Colleges; Employed Women; Equal Opportunities (Jobs); Measurement Objectives; Mentors; *Nontraditional Occupations; Outcomes of Education; *Outreach Programs; Program Implementation; Student Financial Aid; *Technical Occupations; Two Year Colleges; *Womens Education; Work Experience Programs

The Women in Technology (WIT) program at Texas' El Paso Community College (EPCC) was established to recruit women into nontraditional occupations, offering technical education, services to help retain women, and community outreach efforts to help change attitudes. This report describes outcomes for the 1994-95 fiscal year, focusing on five WIT objectives, activities undertaken to achieve them, and measures used to determine effectiveness. Introductory sections describe the program and general outcomes, indicating that over the past 6 years, the number of women enrolled in technical fields at EPCC has increased 56%. Next, activities and performance measures for 1994-95 are presented for the following five objectives: (1) to participate in efforts related to changing social attitudes, with 126 presentations on non-gender based occupations being made to 2,639 people; (2) provide information on nontraditional technical/vocational careers to the community, involving 7 orientations for 11 student recruiters and providing 181 new students with information and 15 new students with funding; (3) provide individual academic, personal, and financial support to women students in technical/vocational classes, accomplished through 39 workshops serving 266 people and the hiring of 5 tutors; (4) provide a mentoring system for WIT students by other WIT students and women community role models, with a system being implemented in spring 1995; and (5) provide internship opportunities to two single parents, displaced homemakers, sex biased, or pregnant nontraditional student majors per quarter, with five interns being placed in spring 1995. Appendixes, comprising roughly half the document, provide lists of participants and activities, sample brochures, and worksheets and evaluation forms. (KP)

ED 387 153 JC 950 453

Stockton, James J.
An Analysis of Evening Program Course Offerings and Services at North Arkansas Community/Technical College.
PUB DATE- Sep 95
NOTE- 66p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Enrollment Influences; *Evening Programs; Food Service; Library Services; Needs Assessment; *Participant Satisfaction; *Program Improvement; Questionnaires; School Schedules; *Student Attitudes; Student Characteristics; Student Surveys; Two Year

its viability as an academic alternative. Benefits determined for the distance education program included an increased market, allowing the campus to expand enrollment; improved productivity, by embracing the concept of student-centered facilitated learning; and decreased facilities investment, since distance programs do not require physical space. Considerable costs were also determined, however, including costs for equipment acquisition or adaptation to expand existing computer networks and electronic mail systems; for personnel in the areas of technical support, technology training, instructional design, and program support; and for curriculum development to adapt courses to distance delivery. While start-up costs of distance education can be high, the return on investment can be significant, providing a wide array of institutional benefits. (KP)

ED 387 170   JC 950 472

Lever-Duffy, Judy
The Technology Workshop: Empowering Students with Campus Technology.
PUB DATE- 18 Aug 93
NOTE- 15p.; Paper presented at the EDUCOM'93 Conference (Cincinnati, OH, August 18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Computer Literacy; Curriculum Design; Educational Technology; *Learning Laboratories; *Minimum Competencies; Program Development; *Program Implementation; Training Methods; Two Year Colleges; *Workshops
IDENTIFIERS- *Miami Dade Community College FL Homestead Campus

At the Homestead Campus of Miami-Dade Community College (MDCC), in Florida, one barrier to fully integrating technology in the classroom was identified as the low-level of student computer skills. To address the problem, the campus undertook a project to establish a technology basic skills workshop for all students. In informal interviews to determine basic technology skills, faculty indicated that all students should be able to use a word processor, use spell- and grammar-checkers for proofing and editing, use computer tutorials, and use CD-ROMs for research. The technology workshop was then designed as a one-credit, facilitated course consisting of the following five self-paced modules: (1) an introduction to the facilitated learning format; (2) an introduction to technology lab skills; (3) a guide to Microsoft Works software; (4) an introduction to MDCC's computerized advisement and registration system; and (5) a guide to using the campus library. In implementing the program, the campus had to overcome issues related to logistics, such as tracking students, and to making the workshop economically productive. Additional benefits of the workshop were that students gained skills necessary to function on campus and in the workplace, faculty have begun to assign more computer-based work, and both the campus and the technologies have been made more accessible to the community. (KP)

ED 387 171   JC 950 473

Lever-Duffy, Judy
Multi-Access Education: A Model for Instructional Delivery in the Information Age.

instruction (14%); (2) the average grade point average (GPA) of the students was 2.79; (3) approximately 40% of the students were working full-time, while 25% were not working at all; (4) 41% were taking courses for a degree in a career program, while 46% were planning to transfer to a four-year college or university; (5) 41% indicated that they tended to drop classes regularly; (6) 86% rated their educational experience at the college as excellent or good; (7) no significant difference was found between student major, employment, GPA, educational goal, or rating of educational experience and the tendency to drop classes; (8) 59% planned to re-enroll in winter 1995 and 83% plan to enroll sometime in the future; and (9) 29% of students dropped courses for reasons beyond the college's control, such as illness, personal, or family issues. Recommendations for improving retention based on findings include having students complete a short survey when they drop a class, conducting regular follow-ups to encourage withdrawals to continue their studies, and designing courses and programs to meet the needs of working students. (KP)

ED 387 187 JC 950 491

Enrollment/Non-Returning Student Study for Winter 1995. A Research Report.
PUB DATE- Feb 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Declining Enrollment; *Dropout Characteristics; Dropout Research; *Enrollment Influences; Followup Studies; Predictor Variables; Program Improvement; *School Holding Power; *Student Attitudes; *Student Educational Objectives; Telephone Surveys; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS- Schoolcraft College MI

A study was conducted at Schoolcraft College, in Michigan, to determine possible reasons for a drop in enrollment between fall 1994 and winter 1995. Of the 3,063 students who were enrolled in fall 1994 but did not return for winter 1995, 100 were surveyed by telephone to determine reasons for not returning, while demographic data were obtained from system files. Study results included the following: (1) for all non-returning students, 52.7% were female, 31% had not declared a major or were in general liberal arts programs, and almost one-fifth were attending college for the first time; (2) among the study sample, 45% indicated that their goal had been to earn an associate degree, while 31% cited personal enrichment; (3) 21% did not plan to return to the college; (4) with respect to what would influence them to re-enroll, students cited providing flexibility in course offerings, improved instructional quality, and financial help; (5) the most common reasons for not returning were financial difficulty, cited by 20%, and work-related issues, cited by 14%; (6) two internal factors found to affect enrollment were financial services provided to students and internal marketing efforts; and (7) external factors found to affect the college's enrollment were local employment rates and the number of high school graduates. Recommendations developed from the findings included increasing efforts to provide students with financial assistance and developing a long-term plan to use research data to increase retention. The survey instrument is appended. (KP)

Awareness"; and (11) "Activities Challenging Prejudice, Stereotypes, and Discrimination." A bibliography listing 30 resources for teachers is provided, along with a listing of 91 books for children. (BGC)

ED 387 205 PS 023 326

A Guide to Current and Recently Completed Projects.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childhood Needs; *Educational Change; Educational Research; Educational Resources; Human Services; *Policy Formation; Program Descriptions; *Public Policy; Social Problems; Young Children
IDENTIFIERS- University of Chicago IL

This document describes current and recently completed projects at the University of Chicago's Chapin Hall Center for Children, an interdisciplinary research body which considers the needs of children and ways to meet those needs through public policy. The descriptions of current funded projects are divided into three sections: (1) "Exploring the Uses of Available Data for Monitoring and Improving the Condition of Children"; (2) Understanding and Improving Services for Troubled Children and Families"; and (3) "Developing and Evaluating Community-Based Service Systems and Supports for All Children and Families." Current projects described include developing an integrated database that documents public services rendered to Illinois children and considering the appropriate place of settlement houses in larger program and policy debates. Completed projects described include an assessment of the quality and availability of sports and recreation activities available for Chicago youth, and an examination of the legal foundation, structure, funding, client population, use of evaluation, and goals of the Illinois child welfare system. (JW)

ED 387 206 PS 023 411

Peck, Lucy; And Others
Pasos Adelante (Steps Forward): A Resiliency Enhancement Curriculum for Preschoolers and Their Parents. Volume 1: Preschool Curriculum. Volume 2: Parent Curriculum.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 94
NOTE- 717p.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; Coping; Cultural Awareness; *Hispanic Americans; Instructional Materials; Interpersonal Competence; Language Skills; *Parent Education; Parenting Skills; *Preschool Curriculum; Preschool Education; Program Descriptions; Psychomotor Skills; *Substance Abuse
IDENTIFIERS- *Resilience (Personality)

This guide presents a curriculum designed to promote resiliency in Hispanic preschool children whose parents are undergoing authors are: (1) "The Problem of School Bullying" (Peter Smith and Sonia Sharp); (2) "The Sheffield Project: Methodology and Findings" (Irene Whitney and others); (3) "The Role of Whole-School Policies in Tackling Bullying Behaviour in Schools" (Sonia Sharp and David Thompson); (4) "Tackling Bullying through the Curriculum" (Helen Cowie and Sonia Sharp); (5) "Empowering Pupils To Take Positive Action Against Bullying" (Sonia Sharp and Helen Cowie); (6) "Understanding and Preventing Bullying in the Junior School Playground" (Michael Boulton); (7) "Improving the School Ground Environment as an Anti-Bullying Intervention" (Cath Higgins); (8) "Working Directly with Pupils Involved in Bullying Situations" (Peter Smith and others); and (9) "Bullying and Children with Special Educational Needs" (Irene Whitney and others). Contains over 180 references. (BGC)

ED 387 224   PS 023 558

McKinney, David D., Ed.; And Others
HIV/AIDS in Early Childhood Day-Care Settings. Final Report. Phase I.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 14 Apr 95
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Child Caregivers; Child Health; Child Rearing; Day Care; Early Childhood Education; Family Involvement; *Feasibility Studies; *Information Needs; Parent Education; Parents; Psychological Needs; *Special Health Problems; Teacher Role
IDENTIFIERS- *Caregiver Training; Focus Groups; Product Development

A feasibility study regarding the training and information needs of preschool and day care administrators, staff, and teachers regarding HIV/AIDS was conducted. This study also examined the issues associated with the presence of HIV-positive children in preschool and day care settings and the need for designing a program to help preschools and day care centers to develop a comprehensive and proactive policy. Parents and teachers of HIV-positive preschoolers were interviewed, and focus groups made up of parents, teachers, and day-care providers were formed. The study's objectives were as follows: (1) identify the policy, information, and education needs of preschools, day care centers, and their constituencies; (2) determine the best means to address the needs of preschools, day care centers, and their constituencies; (3) investigate the best way to package and deliver information and training needs for the target audience; and (4) identify the appropriate dissemination channels for the proposed package. The chapters in the report are: (1) "Phase I Activities," including a discussion of background literature, designing team meeting and focus groups, and outcome of activities; (2) "HIV/AIDS and Early Childhood Education: Background and Issues," covering special challenges, epidemiological trends, social and legal issues, barriers, psychosocial effects, and proactivity case studies; and (3) "Design Plan," focusing on the target audience, guiding principles, proposed product design, major content areas, commercial application, and anticipated outcome. A bibliography listing 108 references is provided. (BGC)

ED 387 225   PS 023 559

through 4. (Nine appendices include the student peace journal, peer mediation report and follow up questionnaire, and the Peacebusters manual. Contains 18 references.) (AA)

ED 387 241 PS 023 589

Guidelines for Parents To Conduct a Home Instructional Program.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Home Schooling; Information Sources; Parent Materials; Parent Participation; Parent Role; *Parents as Teachers; Parent Student Relationship; Public Policy; State Legislation
IDENTIFIERS- District of Columbia Public Schools

The District of Columbia Board of Education recognizes home schooling as an option for parents. This option allows a parent or guardian to provide instruction to his or her own children, but not for an instructor to teach non-related children in a home setting. This document, compiled by the District of Columbia Public Schools, provides guidelines for parents to conduct a home instructional program. The guidelines include a copy of the "Notice of Intent to Provide Home Instruction Form," along with guidelines for submission. The implications of providing false or misleading information in the process are also addressed, as are procedures for terminating home instruction. Documentation accompanying the guidelines includes the following: (1) "D.C. Law 8-247"; (2) "Final Rulemaking" document; (3) a 1995-96 District of Columbia Public Schools calendar; and (4) "Homeschool Resources," which includes lists of periodicals, organizations, books, and publishers. (BGC)

ED 387 242 PS 023 592

Extending the Learning Community: Involving Parents and Families in Schools. SSTA Research Centre Report 94-09.
PUB DATE- Nov 94
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Boards of Education; Child Rearing; Citizen Participation; Community Coordination; Community Involvement; Educational Policy; Elementary Secondary Education; *Family Involvement; Foreign Countries; Leadership; Outreach Programs; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; *School Community Relationship
IDENTIFIERS- Saskatchewan

Parent involvement in their children's schooling results in improved student performance, attitudes, and self-concepts, along with decreased dropout, suspension, and absenteeism rates. Increased involvement also provides necessary community feedback to the school, encourages positive parent-teacher-student relations, and creates a more informed community.

1986 to 1993; (3) the percent of arrangements for which payments are made; (4) regional differences in child care costs; (5) the percent of preschoolers of employed mothers in frequently paid for child care arrangements by family income; (6) the percent of families paying for child care by family income and poverty status; (7) the cost of child care for families by family income and poverty status; and (8) the percent of monthly family income spent on child care by family income and poverty status. The data indicate that a family with a preschool-age child spent an average of 64 dollars per week for child care in 1986 and 79 dollars per week in 1993, that economic status plays a major part in the choice of child care, and that child care is more of a burden for poor families than for middle class families, because they pay a larger share of their monthly income for child care. The document consists mainly of graphs and illustrations. Two tables are attached. (MDM)

ED 387 262 PS 023 629

Holland, Holly E.
High Strides (The Bimonthly Report on Urban Middle Grades). September 1994-June 1995.
PUB DATE- Jun 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Agents; Educational Change; Intermediate Grades; Junior High Schools; *Middle Schools; Teacher Education; *Urban Education; Urban Environment; *Urban Schools; Urban Teaching
IDENTIFIERS- Middle School Students

This document, comprised of five issues of a newsletter published by the National Middle School Association, focuses on teaching concerns and practice in urban middle grades. Regular features of issues include an editorial section, a resources column, a "News to Use" section, and feature articles. The following are some articles presented in the issues: (1) "The Joy of Cooking: It's Time To Reread the Ingredients for School Change" (Holly Holland); (2) "Teacher Education Misses the Middle: Few Colleges Prepare Teachers To Lead Middle School Classrooms" (Phillip Walzer); (3) "This Does Not Compute! Urban Schools Lose Speed in the Technology Race" (Bill Zlatos); (4) "Setting Standards for Excellence: Math Goals Help Teachers Aim Higher" (Linda Jacobson); and (5) "Charting Its Own Future: Oakland's Jingletown Middle School Joins Charter Crusade" (David Livingstone Fore). (BGC).

ED 387 263 PS 023 634

Dombro, Amy Laura
Child Care Aware: A Guide to Promoting Professional Development in Family Child Care. Lessons Learned from Child Care Aware Sites.
SPONS. AGENCY- Dayton-Hudson Foundation, Minneapolis, MN.; Target Stores/Dayton Hudson Corp.
PUB DATE- Jan 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

schools" or in high-density ethnic minority schools is a long-standing fact of the Chicano schooling experience. Current data reveal that Chicanos and other Latino students continue to be segregated and are becoming more and more isolated from their White peers. In addition, there is a great deal of historical and contemporary evidence that the school segregation of Chicano students is connected to school failure, hence inequality. Segregated schools tend to be characterized by low funding, high dropout rates, low achievement test scores, a disproportionately high percentage of low-income students, and few college preparatory courses. The ideological foundations of school segregation date back to the 19th-century belief that White groups should not socially interact with biologically inferior races. By the early 1900s, most states practiced some form of social segregation and had institutionalized school segregation as the main vehicle to maintain a segregated society. In the Southwest, the growth of residential segregation was accompanied by school segregation and was strongly linked to racial prejudice. Language was also used to segregate Mexican students. Mexican students were not permitted to attend classes with their White peers because they needed special instruction in English and would impede the academic progress of other children. In 1945, federal legislation finally ended the era of de jure segregation. Although Chicanos won the battle against de jure segregation, their isolation in segregated schools has continued. Suggestions for achieving integration include encouraging residential integration, busing Chicano students to predominantly White schools, two-way bilingual education programs, multicultural education in teacher education, proactive technical assistance in desegregation planning, and conceptualization of integration. Contains 124 references. (LP)

ED 387 282   RC 020 227

Rumberger, Russell W.
Chicano Dropouts: A Review of Research and Policy Issues. Chapter 3.
PUB DATE- 93
NOTE- 28p.; In: Chicano School Failure and Success: Research and Policy Agendas for the 1990s; see RC 020 224.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Dropout Characteristics; Dropout Prevention; Dropout Rate; Dropout Research; *Dropouts; Educational Environment; Educational Research; *Education Work Relationship; Family Influence; High School Graduates; High Schools; *Mexican American Education; Mexican Americans; Social Problems; Socioeconomic Status
IDENTIFIERS- *Chicanos; Hispanic American Students; School Effects

This chapter examines the current state of research and knowledge about the Chicano dropout problem. In 1986, in every age group, dropout rates were higher for Chicanos than for Whites or other ethnic or racial groups. National dropout rates have improved slightly for Hispanic and Mexican-origin populations since 1980 but remain more than twice as high as rates for Whites. Factors that have been linked to the Chicano dropout problem include family background influences such as socioeconomic status, parental academic involvement, academic encouragement, and social support. Other contributing factors include the type of schools that students attend; family and community environments; and personal characteristics, attitudes, and behaviors. There are sizable economic and social consequences

ED 387 298 RC 020 269

Rosenberg, Jan, Comp.
A Bibliography of Works in Folklore and Education Published between 1929 and 1992.
PUB DATE- 92
NOTE- 25p.; Prepared for the Folklore and Education Section of the American Folklore Society.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Anthropology; Community Education; *Cultural Education; *Educational History; Elementary Secondary Education; Ethnic Groups; *Folk Culture; Humanities Instruction; Multicultural Education; *Oral History; Oral Tradition; Resource Materials; Rural Education; *Student Projects; Teaching Guides

This bibliography presents books, journal articles, reports, and teaching guides published between 1929 and 1992 related to folklore education. The bibliography includes over 200 entries covering the history of education, community centered education, intercultural education, folklore and education, oral history projects conducted by students, and anthropology and education. Each entry includes author, date of publication, title, publisher, and library catalog number, when appropriate. (LP)

ED 387 299 RC 020 278

Commemorating 30 Years of Service to the People of Appalachia. Special Edition.
PUB DATE- 95
NOTE- 89p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Development; *Economic Development; Elementary Secondary Education; *Federal Programs; Housing; Human Capital; Leadership Training; Preschool Education; Profiles; Regional Programs; Rural Development; Transportation
IDENTIFIERS- Appalachia; *Appalachian Regional Commission DC; *Infrastructure

The Appalachian Regional Commission (ARC) is a regional economic development agency representing a unique partnership of federal, state, and local governments. Established by an act of Congress in 1965, the Commission is composed of the governors of the 13 Appalachian states and a federal co-chairperson. Grassroots participation is provided by multi-county local development districts (LDDs) with boards made up of local business people and elected officials. The broad aim of ARC programs is to support development of Appalachia's human and community infrastructure in order to provide a climate for business growth and job creation. This commemorative edition of "Appalachia" describes the people and the land of Appalachia; profiles people and organizations that have contributed to regional development; discusses programs and the progress that has been made in the areas of education, business development, leadership, tourism, transportation, culture, health, and community improvement; and tells the history of the ARC. A final section examines ARC accomplishments, including construction of a regional interstate highway system, construction of or provision of equipment to over 700

Soils and Crops of Graduate Students from Developing Countries" (Larson, W. E.; Crookson, R. Kent & Cheng, H. H.); (12) "Advising Students from Developing Countries" (Bornemisza, Elemer); (13) "Nontraditional Students: Off-Campus M.S. Degree in Agronomy" (Banwart, W. L.; and Miller, D. A.); (14) "Distance Education in Soil Science: Reading the Nontraditional Students" (Lansu, Angelique L. E.; Ivens, Wilfried, P. M. F.; and Hummel, Hans G. K.); and (15) "Fostering Learner Self-Direction in Soil Science Graduate Courses: A New Paradigm" (Baveye, Philippe). Each chapter contains references. (JRH)

ED 387 317 SE 056 571

Walenta, Brian T., Ed.
TTIP: Texas Teacher Internship Program 1994 Curriculum Implementation Plans.
PUB DATE- 94
NOTE- 421p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biology; Chemistry; Computer Uses in Education; Earth Science; Elementary Secondary Education; Mathematics Education; *Partnerships in Education; Physics; Science Activities; *Science Curriculum; Science Education; Summer Programs; Technology Education

The Texas Teacher Internship Program (TTIP) is a competitive program for science, technology and mathematics teachers who serve as summer interns at industry and university sites in order to experience real world applications of the subjects they teach. This document contains curriculum implementation plans developed by the teachers to illustrate how they would translate the summer experience into the subsequent year's classroom curricula. Topics covered in the curriculum plans include: industrial technology; information super highway; medical science; environmental resources; computer literacy; biology; DNA; algebra; data collection and analysis; integrating computers with business and science; mathematics; water pollution and analysis; photosynthesis; cellular respiration; endangered species; earth science; career opportunities; communication skills; critical thinking skills; bacteriology; physics; scientific method and research equipment; organic synthesis and gas chromatography; and cooperative learning. Appendices contain intern information list, teacher intern pre-questionnaire, teacher evaluations, mentor/coordinator pre-questionnaire, mentor program evaluation and orientation session evaluation. (JRH)

ED 387 318 SE 056 578

Larson, Jane O.
Fatima's Rules and Other Elements of an Unintended Chemistry Curriculum.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Cultural Context; Ethnography; *Hidden

special needs to acquire and use mathematical skills, the prevention of learning difficulties, and the improvement of mathematics teaching for all pupils. What is good teaching for children with special educational needs is good teaching for all children. Chapters are: (1) "Policy and Practice in Special Needs"; (2) "Change and Challenge in Mathematics Teaching"; (3) "Psychology, Pedagogy and Mathematics"; (4) "Classroom Applications"; (5) "Pupils' Ways of Working"; (6) "Language and Communication"; (7) "Special Teaching?"; and (8) "School Implications." Name and subject indexes and a suggested readings list are included. Contains 240 references. (MKR)

ED 387 339   SE 056 731

Krulik, Stephen; Rudnick, Jesse A.
The New Sourcebook for Teaching Reasoning and Problem Solving in Elementary School. A Longwood Professional Book.
PUB DATE- 95
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Heuristics; *Mathematics Instruction; *Problem Solving; Student Evaluation; *Thinking Skills; Worksheets
IDENTIFIERS- *Mathematics Activities

Many teachers and administrators have recognized that problem solving and reasoning represent two of the primary goals in the education of children. In order for teachers to achieve these goals, they must have appropriate materials available to them. This book includes materials to help teach and assess problem solving and reasoning. The first six chapters provide suggestions for teaching and testing problem solving and reasoning, which is done by examining heuristic components in detail and supporting each with a series of problems and activities. Some of the discussion focuses on comprehensive assessment. Chapter 7 presents more than 100 nonroutine problems designed to intrigue children and to provide them with practice in problem solving and reasoning. Each problem is carefully discussed in the text portion of the book and is then reproduced on a black-line master. These masters, in card form, can be reproduced, cut, and mounted on cards to form a Problem Deck. Chapter 8 presents open-ended problems that can be used for evaluation and diagnostic assessment of problem solving and reasoning. The bulk of the book consists of three sections devoted to reproduction pages for the heuristics, masters for selected problems, and masters for open-ended problems. (MKR)

ED 387 340   SE 056 748

Braddon, Kathryn L.; And Others
Math through Children's Literature: Making the NCTM Standards Come Alive.
PUB DATE- 93
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Childrens Literature; Elementary Education; Integrated Activities; *Interdisciplinary Approach; *Mathematics Instruction
IDENTIFIERS- *Mathematics Activities; *NCTM Curriculum and

resources available in their areas so that they may make their concerns and interests part of the changing landscape. The organizations discussed are National Council of Teachers of Mathematics (NCTM); Project 2061 of the American Association for the Advancement of Science (AAAS); National Research Council (NRC); National Committee on Science Education Standards and Assessment (NCSESA); Mathematical Sciences Education Board (MSEB); Scope, Sequence, and Coordination of Secondary School Science (SS&C) coordinated by the National Science Teachers Association (NSTA); Equity 2000, a program of the College Board; Department of Education; Eisenhower National Program, including the Eisenhower National Clearinghouse and the Regional Consortia for Mathematics and Science; Regional Education Laboratories; National Diffusion Network (NDN); and National Science Foundation (NSF) supporting Statewide, Urban, and Rural Systemic Initiatives. Contains 17 references. (MKR)

ED 387 360 SE 056 945

Excelling in Math and Science: Selected Programs of the U.S. Department of Education.
PUB DATE- Jul 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Federal Programs; *Mathematics Education; *Science Education; Technology Education
IDENTIFIERS- *Department of Education; *Reform Efforts

The National Education Goal on Math and Science is that by the year 2000, U.S. students will be the first in the world in mathematics and science achievement. The programs in this booklet reflect the various aspects of U.S. Department of Education's efforts to support the achievement of this goal as well as its commitment to comprehensive education improvement based on high academic standards. These programs support math, science, and technology education, either directly or indirectly, in various ways. They cover support for state and local reform, education research, information clearinghouses, and scholarships in selected areas, under the following topics: school improvement; professional development; technology; development and demonstration; research and statistics; information; recognition; and scholarships, fellowships, and related aid. (MKR)

ED 387 361 SE 056 946

Boland, Pat, Ed.
Gender-Fair Math. Equity in Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Contains 40 selected sources. (EH)

ED 387 381 SO 025 177

Pennsylvania Juvenile Justice Manual for Junior High School and Middle School Students and Accompanying Teacher's Manual.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Commission on Crime and Delinquency, Harrisburg.
PUB DATE- 90
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Involvement; Delinquency; Elementary School Curriculum; Group Activities; Intermediate Grades; Junior High Schools; *Juvenile Justice; *Law Related Education; Middle Schools; Secondary School Curriculum; *Social Studies
IDENTIFIERS- *Pennsylvania

Designed for grades six through nine, this manual teaches students how the Pennsylvania juvenile justice system works. It explains what a juvenile can expect if accused of violating Pennsylvania law in the hope of convincing students to stay out of trouble with the law. The manual gives a brief history of juvenile justice and a description of the present-day system. It explains two common types of cases in the juvenile justice system--dependency cases and delinquency cases. Finally, the document provides a step-by-step explanation of what happens if a juvenile enters the juvenile justice system. A teacher's guide accompanies the student manual. It includes five lessons with goals, methods, and possible activities to assist student understanding of the Pennsylvania juvenile justice system. Activities rely on a participatory methodology and include role playing exercises, small group work, and case study. Also included are a series of discussion and review questions, cartoons, and a crossword puzzle where the responses to questions about the juvenile justice system are used to fill in the blanks. The teacher's guide strongly recommends the use of community resource persons, for example attorneys, juvenile court judges, and juvenile probation officers to provide accurate and realistic information for students and to allow them to see the law enforcement personnel first hand. (LH)

ED 387 382 SO 025 216

Map Resource Packet: Course Models for the History-Social Science Framework, Grade Seven.
PUB DATE- 94
NOTE- 39p.; For the supporting course models, see ED 373 008. The maps are copyright-free for classroom use only.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cartography; Geography; Grade 7; Instructional Materials; Junior High Schools; *Locational Skills (Social Studies); *Maps; *Map Skills; Middle Schools; Reference Materials; Resource Materials; Social Studies; State Curriculum Guides; Statewide Planning; World History
IDENTIFIERS- *California; California History Social Science Framework (1988)

Orientation on the Country of Brazil" (Susan B. Coppola); (4) "Brasil" (Brian Fitzpatrick); (5) "The Photography of Workers in Brazil" (Howard M. Fraser); (6) "A Photographic Assessment Reflecting the Degradation of the Atlantic Rainforest of the Serra do Mar, Cubatao, Sao Paulo, Brazil" (Gordon F. Kells); (7) "Project Report" (Nancy Mandlove); (8) "One Man, One City, Problems and Solutions: Jaime Lerner and the Curitiba Program for the Environment" (David McCullough); (9) "Measuring Quality of Life in Brazil" (Rachel A. Nugent); (10) "Using the Fundamental Themes of Geography to Examine Brazil" (Linda Reeves); (11) "Bahian Babbling about Brazil: A Curriculum Unit on 'Brazil and Biodiversity'" (Curtis L. Thompson); (12) "Think Globally-Act Locally: Environmental Issues in Brazilian Society" (Ruth E. Tottle); and (13) "Selected Sites of Environmental Concern in Brazil: An Overview" (Shirley M. Valencia). Most papers contain references. (EH)

ED 387 402 SO 025 287

Weiner, Robert G.
History: Teaching and Methods.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Media; Higher Education; Historiography; *History; *History Instruction; *Instructional Materials; *Teacher Education; *Teaching Methods

This paper describes a review of recent literature about teaching history to address what history is (or purports to be), why educators should teach history, and what new teaching methods are now being used. Methods discussed in the paper include: (1) active learning situations, such as debate, demonstration, and simulation; (2) specialized topics approach; (3) utilizing primary source materials; (4) use of historical films; (5) use of the library; and (6) use of historical fiction. The paper advocates teaching history from a humanistic perspective in which students can relate past events to present lives. (EH)

ED 387 403 SO 025 297

Abrams, Irwin
Postage Stamps and Peace Education: The Nobel Peace Prize. Peace Education Miniprints No. 79.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the General Conference of International Peace Research Association (15th, Malta, October 31-November 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Cross Cultural Studies; Foreign Countries; *Global Education; International Organizations; International Relations; Multicultural Education; *Peace; *Prosocial Behavior; War
IDENTIFIERS- *Nobel Prizes; Norway; *Postage Stamps

This paper suggests how peace stamps can be used to further understanding of the movement for world peace. In this effort the Nobel Peace Prize, the most prestigious award in the world for peacemaking, is used as a focus. In the prizes from 1901 to the present, the Norwegian Nobel committees have recognized the major paths to peace. This variety is considered in portraying

ED 387 425   SO 025 372

Ball, John, Ed.
Folklore and Folklife: Teachers Manual.
PUB DATE- 80
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Education; Elementary Secondary Education; Family History; *Folk Culture; Interviews; *Local History; *Oral History; *Oral Tradition; Primary Sources; Social Environment; *Social History; Social Studies

This manual provides a general introduction to folklore and folklife. Certain articles herein may be used in a basic activity-oriented approach to the study of folklore, beginning at the fourth grade level. Other articles proved a more in-depth study of folklife and of the means by which folk culture is preserved and shared. The teacher must determine which materials are appropriate for age and ability groups. Some activities describe rather sophisticated projects for students. The table of contents contains the following: (1) "Editor's Note" (John Ball); (2) "Introduction to Teachers Manual" (Ralph Rinzler); (3) "Introduction to Folklore" (Susan Kalcik); (4) "Introduction to Folk Music" (Thomas Vennum); (5) "Occupational Folklife" (Peter Seitel); (6) "Family Folklore" (Steven Zeitlin; Ann Bay; Amy Kotkin; Holly Cutting-Baker); (7) "Children's Folklife" (Kate Rinzler); (8) "Folklore in Your Own Community" (Jack Santino); (9) "Ethnic Folklore" (Susan Kalcik); (10) "Material Folklife" (Henry Glassie); and (11) "Festivals and Folk Festivals" (Susan Kalcik). (EH)

ED 387 426   SO 025 387

Messner, Franz
Secondary Education in Liechtenstein.
PUB DATE- 95
NOTE- 34p.; This is one in the series "Guide to Secondary Education in Europe," as part of the project "A Secondary Education for Europe." For related items, see SO 025 388-391. French edition available.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; *Educational Planning; Foreign Countries; Foreign Culture; *International Education; National Programs; Program Effectiveness; Program Evaluation; Public Policy; *Secondary Education
IDENTIFIERS- *Liechtenstein

This booklet provides a brief description of secondary education in Liechtenstein. The publication is part of a series that seeks to make the public aware of the education systems and traditions in all signatory states to the European Cultural Convention and to outline the essential problems these systems presently are facing. This short booklet contains four sections. Part 1, "General Section," contains: (1) "Social, Historical and Political Background"; and (2) "The Structure of the Educational System." Part 2, "Issues Section," includes: (1) "The Process of Policy-making and Innovation"; (2) "Financing and Budgeting"; (3) "School and Society"; (4) "Administration and Organisation of the Educational System and

Effect of the Associated Schools Project.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; *Educational Cooperation; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; *Institutional Cooperation; Partnerships in Education; Policy Formation; Preservice Teacher Education; Principals; Professional Development; *Public Policy; *Teacher Influence; Teachers; Teaching Methods
IDENTIFIERS- *Associated Schools Project; *Multiplier Effect; UNESCO

This manual presents the major lessons learned about how national authorities, individual institutions, and individual educators can work to increase the impact of the Associated Schools Project (ASP) schools and spread it to other parts of the educational system. ASP is a project of the United Nations Educational, Scientific and Cultural Organization (UNESCO) begun in 1953 in order to promote education for international understanding through the conduct of experimental teaching activities. In particular, the growth of the ASP is presented as an example of a world-wide "multiplier effect," i.e., quantitative growth in numbers in participating countries, institutions, teachers and students accompanied by an extension of qualitative impact. Part 1 provides an overview of how to set goals for ensuring that results of ASP activities make an impact in national educational systems. This part includes sections on roles for senior authorities and decision makers, international education, current goals in ASP work, and multiplier effects as goal actions. The remainder of the manual deals with proven strategies for increasing the multiplier effect, starting at the school and moving to the regional, national, and international levels. The manual concentrates on measures that will increase the use of results from the ASP schools. (JB)

ED 387 445 SP 036 186

Henry, Eric; And Others
To Be a Teacher: Voices from the Classroom.
PUB DATE- 95
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Classroom Environment; College School Cooperation; Higher Education; Intermediate Grades; Internship Programs; Junior High Schools; Middle Schools; Personal Narratives; Professional Development Schools; Secondary School Teachers; Teacher Attitudes; *Teacher Student Relationship; Teaching (Occupation); *Teaching Experience; *Teaching Styles; Urban Education
IDENTIFIERS- Trinity University TX

This volume contains personal reflections by four teachers in Texas on their year-long Trinity University intern teaching experience at Mark Twain Middle School, an urban professional development school in San Antonio. Part 1 by Corinne McKamey, "To understand teaching you have to be there, engrossed in the human interactions," is a series of short pieces describing her work team teaching science with a mentor teacher. Part 2 by

DESCRIPTORS- *Accountability; Comparative Analysis; Data Collection; Government School Relationship; Higher Education; *Institutional Evaluation; *Institutional Research; *Multicampus Colleges; Outcomes of Education; Performance; Public Relations; *State Universities
IDENTIFIERS- *AIR Forum; *University of Massachusetts

The University of Massachusetts system launched a legislative "Report Card" project in an effort to pre-empt accountability mandates and improve institutional performance. In the process, the University developed legislative survey and focus group tools, empowered a system-wide University Institutional Research Group; and developed peer comparisons and other evaluative tools. The priority concerns regarding the university were surveyed with 93 state legislators. Meetings involving institutional researchers of the five university campuses identified types of data available, uniform definitions, and the following guidelines: use of peer comparisons or other comparative data, use of graphical display data with limited text, responsiveness to legislative interests expressed in the survey, and use of evaluative information that was feasible for the five campuses to obtain. Forces shaping the development of the Report Card are addressed, including the explaining vs. evaluating role of institutional researchers, using formative vs. summative evaluations, and system vs. campus concerns. The Report Card was released to controversy both on and off the campuses. Lessons learned in the process are discussed, including many with application to the larger subject of accountability reporting. (SW)

ED 387 000 HE 028 581

Swager, Sarah; And Others
An Analysis of Student Motivations for Withdrawal in a Community College. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 30p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Community Colleges; *Courses; Dropout Research; Higher Education; *Institutional Research; *Student Attrition; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- *AIR Forum

Information was collected in 1993 from students who withdrew from courses in mid-term at a community college either because they were dropping a course or departing from the college. This report documents withdrawal patterns of students during the calendar year of 1994. Self-reported reasons for course/college withdrawal were identified and differences in withdrawal patterns across gender, ethnic, age groups, and academic curricula were identified. A Student Withdrawal Form, which is appended, was used to gather information on 15,918 withdrawals. Findings included: compared to actual enrollments, students withdrew from courses in the natural and physical sciences at a disproportionate rate, and mathematics represented the largest number of students within this group; allied health and public service had much lower withdrawal rates than their enrollments would suggest; when students withdrew from natural/physical science courses, they were more likely to retain other courses at the colleges, while when they withdrew from allied/technical

Education; *Institutional Research; Predictor Variables; *Remedial Instruction; *Student Attrition; *Student Financial Aid
IDENTIFIERS- *AIR Forum

Enrollment behavior of university students was studied through a search for regularities in the enrollment data using the automated discovery system Forty-Niner (49er). Information is provided on the 49er system, the meaning of regularity, and equations used in the analysis of enrollment behaviors. Cohorts of first-time, full-time freshmen beginning college in fall 1986 (n=1,404) and fall 1987 (n=1,307) were studied with attention to degrees received, total number of credit hours taken, total number of academic terms enrolled, student demographic characteristics, and high school academic variables. It was found that high school grade point average was the best predictor of college performance and persistence. Additional findings included: within six academic terms, 39.1 percent of the students who had received an A/B grade in high school dropped out of the university; financial aid helped with student retention only when considered cumulatively over a number of fiscal years; larger loans seemed to produce more credit hours than small grants; and remedial instruction did not help students who were academically underprepared to enroll in more terms, take more credit hours, or receive degrees. (Contains 18 references.) (SW)

ED 387 018 HE 028 599

Dey, Eric L.
Working with Low Survey Response Rates: The Efficacy of Weighting Adjustments. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Followup Studies; Higher Education; *Institutional Research; *Longitudinal Studies; *Response Rates (Questionnaires); Statistical Bias; *Surveys
IDENTIFIERS- *AIR Forum; Astin and Molm Procedure; Cooperative Institutional Research Program; *Survey Research

Problems associated with low response rates to surveys are considered, drawing from the literature on the methodology of survey research. A series of analyses are presented which were designed to examine the efficacy of Astin and Molm's procedure to adjust for nonresponse biases. Data were obtained form the Cooperative Institutional Research Program survey of 1987 incoming students and the 1991 followup survey. Data were analyzed for 209,627 students at 390 institutions. After separating the data into respondents (21 percent) and nonrespondents (79 percent), attention was directed to how distributions and relationships change due to nonresponse. The efficacy of the Astin and Molm procedure was examined using univariate and joint distributions and multiple regressions. It is concluded that the Astin and Molm procedure for adjusting for patterns of nonresponse is very effective in reducing biases in univariate distributions. The effectiveness of this weighting procedure is less clear in adjusting the results of correlation and regression analyses. The analyses did not reveal a situation where the weighted results were clearly less preferable than the unweighted one. Although the Astin and Molm pedagogy for higher education instruction that respects diversity; engages the motivation of all learners; creates a safe, inclusive, and respectful learning environment; derives teaching practices from principles that cross disciplines and cultures; and promotes justice and equity in society. Chapter 1 defines and establishes the relationship between culture and motivation to learn. Chapter 2 discusses inclusion. Chapter 3 describes developing attitude. Chapter 4 considers the enhancement of meaning, and chapter 5 covers engendering competence. These chapters pragmatically and theoretically describe how each motivational goal can be understood as the embodiment of two related criteria: respect and connectedness for inclusion; self-determination and relevance for attitude; engagement and challenge for meaning; and authenticity and effectiveness for competence. Chapter 6 describes how to implement the pedagogy with a set of eight guidelines for revising a syllabus, creating an action plan, forming a cooperative collegial group, or identifying a new role. Appended are resources on facilitating equitable discussion and effective lecturing in the multicultural classroom, cooperative lesson worksheet, evaluator assessment, and evaluative descriptors for narrative assessment. Includes name and subject indexes. (Contains over 300 references.) (JB)

ED 387 037 HE 028 618

Sommer, John W., Ed.
The Academy in Crisis: The Political Economy of Higher Education.
PUB DATE- 95
NOTE- 329p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Economics; Educational Finance; Educational History; *Federal Aid; Government Role; *Government School Relationship; *Higher Education; Humanities; *Political Influences; Political Power; *Politics of Education; Research; Scientific Research; Scientists; State Aid; Student Financial Aid
IDENTIFIERS- Property Rights

This volume of 10 chapters written by various analysts explores the politicization of higher education since World War II, the tensions and conflicts that trend has created, and arguments regarding the reasons why institutions of higher education need and should have government aid. The foreword by Nathan Glazer addresses these issues. An introduction by the editor, John W. Sommer, is titled "American Higher Education: State of the Art or Art of the State?" Four chapters look at the politicization of higher education: "The Evolution of American Higher Education" (Roger E. Meiners); "In Service to the State: The Political Context of Higher Education in the United States" (Joel H. Spring); "Federal Student Aid: A History and Critical Analysis" (C. Ronald Kimberling); and "Higher Education, the Individual, and the Humane Sciences" (Antony Flew). Three papers examine the political economy of higher education: "The Economics of Higher Education" (Edwin G. West); "The Economics of Fundamental Research" (Stephen P. Dresch); and "Property Rights in Academe" (Roger E. Meiners and Robert J. Staaf). A final section looks at scientific research and political economy in three papers: "Normative and Positive Theories of Science and Technology Policy" (Peter H. Aranson); "Science and Technology for Economic Ends" (Joseph P. Martino); and "Universities and the Training of Scientists" (Cotton M.

contains an inventory of existing sites and buildings, while section 6 presents a plan for housing programs, students, personnel, and services through the year 2000. Section 7 presents an analysis of capital outlay finances, while section 8 contains recommendations for education plants. These include 33 specific recommendations for the UNF main campus and 5 general recommendations for the statewide university system. (MDM)

ED 387 056 HE 028 638

Voluntary Support of Education 1994.
PUB DATE- 95
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Colleges; Corporate Support; *Donors; *Educational Finance; Elementary Schools; Elementary Secondary Education; Endowment Funds; Fund Raising; Higher Education; National Surveys; Philanthropic Foundations; *Private Financial Support; Secondary Schools; Tables (Data); Trusts (Financial); Universities

This report presents the results of a survey of voluntary financial support provided to higher education institutions and private elementary and secondary schools in the United States. It is based on a survey of 1,168 colleges and universities and 423 private elementary and secondary schools for the fiscal year ending June 30, 1994. The study found that voluntary support for higher education climbed 7.6 percent between 1993 and 1994, to $12.35 billion. Support for current operations increased 3.9 percent and support for capital purposes increased 12.3 percent between 1993 and 1994, adjusted for inflation. Contributions by alumni, nonalumni individuals, and foundations increased 11.7, 8.0, and 12.7 percent, respectively, adjusted for inflation. Voluntary support for private elementary and secondary schools also increased between 1993 and 1994. The bulk of the report consists of tables that present institutional data on total voluntary financial support, voluntary support for current operations, sources of voluntary support, planned gifts, alumni gifts, gifts of property, corporation matching gifts, total expenditures, and enrollment. (MDM)

ED 387 057 HE 028 639

Higher Education Participation: The Key to Achieving a Commonwealth of Opportunity.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; *College Attendance; Demography; *Educational Attainment; Educational Finance; *Educational Policy; Educational Trends; Employment Opportunities; *Family Income; Futures (of Society); Higher Education; *Outcomes of Education; Racial Differences; Role of Education; Sex Differences; *Socioeconomic Influences
IDENTIFIERS- *Pennsylvania

This study examined the changing social and economic impact of college attendance in Pennsylvania between 1980 and 1990. It is

Studies; Public Policy; *School Policy; Trend Analysis
IDENTIFIERS- Australia; California; Denmark; France; Germany; Japan; Netherlands; Ontario; Sweden; Switzerland; United Kingdom

This book is the result of a research project on the most important principles, structural features, and functionalities of higher education policies in 11 developed nations around the world. Reports on each nation, are based in large part on analysis of responses to a common questionnaire by national experts in each nation. An opening chapter, "Higher Education Policy in International Perspective: An Overview" (L. Goedegebuure, and others) explains the crucial concepts, theoretical notions, and structural characteristics that are featured in this study. The remaining chapters are on the following individual countries: Australia (L. Meek); United States--California (W. Fox); Denmark (P. Bache and P. Maassen); France (F. Kaiser and G. Neave); Germany (E. Frackmann and E. de Weert); Japan (A. Arimoto and E. de Weert); The Netherlands (L. Goedegebuure, F. Kaiser, P. Maassen and E. de Weert); Canada--Ontario (G. Jones); Sweden (G. Svanfeldt); Switzerland (K. Weber); and the United Kingdom (J. Brennan and T. Shah). The final chapter brings different strands together in an attempt to identify the major trends in higher education policy from an international perspective. The main trends and issues that emerge concern diversity; authority, governance and management; policy instruments; quality and accountability; and the state of transition. Contains an index. (Contains 182 references.) (JB)

ED 387 076 IR 016 947

Pochon, Luc-Olivier
Hypertextes pour apprendre (Hypertext for Learning).
PUB DATE- Apr 93
NOTE- 34p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Educational Strategies; Foreign Countries; *Hypermedia; Individualized Instruction; *Information Retrieval; Knowledge Representation; Media Research
IDENTIFIERS- Interactive Computer Systems

Hypertext can be characterized as an electronic system that works by association rather than indexing, and furnishes information in a dynamic, nonsequential manner that does not limit the content by structure or organization. A more technical definition specifies that hypertext is a technique for organizing information in a complex manner that facilitates rapid exploration of a large field of knowledge. In such a system, the various units of knowledge are stored in a network of nodes which are connected to one another by various links that enable users to select the texts they wish to consult and search for related and complementary information. Hypertext induces new modes of reading, and thus new modes of representation and of thought. Hypertexts in teaching offer the advantages of providing for interactivity in the search for information and timely access to relevant documents; enabling nonlinear reading; allowing the management of internal references as well as referencing between documents; presenting information in a modular form; facilitating searches for information by linking nodes; and providing a dynamic structure that permits reorganization of materials. Disadvantages include the possibility of confusion in returning to the menu or in need, not only for increased technology, but also for the personnel necessary to support the technology. (MAS)

ED 387 094 IR 017 311

Fox, Michael T.
Multimedia Design and Development: Who, What, When, Where, How, and Why.
PUB DATE- 95
NOTE- 15p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Software Development; Instructional Materials; Material Development; *Multimedia Materials

An important use of multimedia as a learning tool in academia is the process of designing and developing a multimedia project. The design and development process empowers students to explore, discuss, evaluate, and articulate their knowledge in a richer medium. A journalistic approach to examining the virtues, limitations, and components of the multimedia process is proposed to those new to multimedia or those still considering its value. Formulating simple questions based on Who, What, When, Where, How, and Why can provide a good starting point toward discussing issues involved in the multimedia design and development process. A few questions essential to examining the qualities of multimedia and its development process are: Who should be involved?; What are essential tools and guidelines?; When is the time and content appropriate?; Where can you get help? Goals and objectives in the design and development process include: (1) define what ideas, issues, and/or concepts the project is intended to explore; (2) determine who your audience is; (3) determine what resources are available for developing as well as using the final project; (4) determine which aspects of the design and development process each person involved will have responsibility for; and (5) organize a schedule for each stage and various tasks involved in each stage. The design process, including using a flow diagram, gathering various media, and deciding on an authoring program, is outlined. General guidelines are provided on what to expect from various authoring programs and how to prepare specific media material. Finally, the system and programming environment for Ballot Box, multimedia software developed and used for campaigns and elections, is examined. (Contains 37 references.) (MAS)

ED 387 095 IR 017 312

Fox, Michael T.
Designing and Delivering a Summer Institute on Academic Information Resources.
PUB DATE- 95
NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

IDENTIFIERS- *Grove City College PA; *Notebook Computers

Grove College (Pennsylvania) planned and implemented a mobile computing strategy for freshmen. Each member of the class of 1998 was issued a notebook computer upon arrival for freshman orientation. The help desk was staffed and faculty were ready to integrate meaningful computing activities into the curriculum. Students received 2 hours of preliminary instruction and training during the first couple of days of freshman orientation. The first year of the computer initiative was successful because: (1) many potential problems were eliminated during the initial 72-hour "burn-in" period; (2) the help desk staff met the needs of the users; and (3) information technology was significantly integrated into the business, mathematics, humanities, and computer systems departments. The class of 1999 will be issued upgraded computers. Also, some changes will be made in training, printing, the cost structure, and number of support staff. (AEF)

ED 387 115 IR 017 332

Riggsby, Dutchie; And Others
Electronic Portfolio: Assessment, Resume, or Marketing Tool?
PUB DATE- 95
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Electronic Publishing; *Employment Qualifications; Evaluation Criteria; Information Storage; Information Technology; *Job Application; *Portfolios (Background Materials); *Resumes (Personal); *Student Evaluation; Teacher Evaluation

This paper considers the benefits of using an electronic portfolio as opposed to the more traditional type for the professional resume and treats the use of the electronic portfolio as a means of assessment of student, student teacher, and teacher performance, and as a marketing tool in job searches. The ease of distribution, storage and use, and the ability of the reader to select areas of interest from a menu is a strong reason for utilizing this approach. The capacity of hearing a statement of support rather than reading a letter of recommendation; seeing the person in a teaching situation, rather than reading the information; having a map show areas where experience was obtained, rather than seeing a list of states; and seeing examples of creative talents, rather than reading about them are all reasons for the use of this technology. The preparation time of the electronic portfolio exceeds the traditional resume. For the person having to serve on a search committee or the interviewer, the electronic approach is much easier and creates a more positive impression. Information is also provided on the hardware and software tools that are used. (AEF)

ED 387 116 IR 017 342

Technology Education Facilities Guidelines.
PUB DATE- Nov 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Sources; *Research Utilization

The simultaneous presence of a revolutionary change in information technologies and a growing demand for fundamental changes in the education system have set in motion a reassessment of the relationship among information, research, and decision making. The International Bureau of Education (IBE) considered it necessary to introduce new elements into the discussion based on the conclusions of a series of new case studies on the use of research in the process of educational change and on the ways that educational information and documentation systems function. There are two studies presented here, "Using Research in Educational Policy and Administrative Decision-Making" (Fernando Reimers and Noel McGinn) and "Information Availability and Its Impact on Educational Policy-Making, Planning, and Decision-Making: Implications for Educational Information Services" (Kate Wild), that IBE considers propitious to publish in a single volume. The thesis of the first paper is that supporting decision-making with research-based knowledge is a complex undertaking. A fruitful strategy involves identifying and addressing the multiple groups of stakeholders involved as part of the research process. The purpose of the second paper is to explore the relationship between the availability of information and improvements in the effectiveness of educational systems, particularly, but not exclusively, as it relates to the reporting of research results, and to examine the implications for information and documentation services. The basic objective of this publication is to promote a dialogue among the three main partners in this process--political decision-makers, researchers, and documentalists--based on systematic and up-to-date information. Such a dialogue should lead to a reduction in the rifts, misunderstandings, stereotypes, and obstructions that have often weakened the outcomes of this work. (MAS)

ED 387 135 IR 055 662

Lehman, Bruce A.
Intellectual Property and the National Information
Infrastructure. The Report of the Working Group on Intellectual
Property Rights.
PUB DATE- Sep 95
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Civil Liberties; Computer Networks; *Copyrights; *Federal Legislation; Government Role; Information Networks; *Intellectual Property; Patents; Public Policy
IDENTIFIERS- *National Information Infrastructure

In February 1993, the Information Infrastructure Task Force (IITF) was formed to articulate and implement the Clinton Administration's vision for the National Information Infrastructure (NII). The Working Group on Intellectual Property Rights was established within the Information Policy Committee to examine the intellectual property implications of the NII and make recommendations on any appropriate changes to U.S. intellectual property law and policy. This report represents the Working Group's examination and analysis of each of the major areas of intellectual property law, and focuses primarily on copyright law and its implications and effectiveness in the context of the NII. The approach of this report is to discuss the application of the existing copyright law and to recommend only those changes that are essential to

Colleges; *Two Year College Students
IDENTIFIERS- North Arkansas Community Technical College

To examine reasons for a 3-year decline in enrollment in evening courses at North Arkansas Community/Technical College, a project was undertaken to examine evening students' opinions of scheduling and evening program services at the college. A review of the literature on evening programs and methods to assess student opinions was conducted, and a questionnaire was developed and distributed to 120 students enrolled in 10 classes in spring 1995. The questionnaire solicited information on student demographics, preferences in class scheduling, and satisfaction with offerings and services. Results of the survey included the following: (1) 77% of respondents were very satisfied or satisfied with the days classes met, compared to 63% for class times, and 58% for the variety of courses offered; (2) with respect to the availability of services, 76% were very satisfied or satisfied with library services, 75% with instructor availability, 71% with computer labs, and 70% with the instructional support lab; (3) the availability of food services received the lowest rating at 37%; (4) with respect to the quality of services, the highest rating was given for library services at 76%, followed by instructor availability and computer labs at 72% each and instructional support at 70%; and (5) the lowest rated service in terms of quality was food services at 46%. The project concluded that there was need for improvement in the variety and times of classes scheduled for evening students and access to selected services. (Contains 33 references.) (The survey instrument is appended.) (KP)

ED 387 154 JC 950 454

Cooper, Elizabeth L.
Using Standardized Test Results To Assess Student Learning.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; Achievement Rating; Community Colleges; Comparative Analysis; Educational Testing; *Instructional Effectiveness; *Scores; *Student Evaluation; Student Improvement; *Student Placement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Snead State Community College AL

One method used by Alabama's Snead State Community College (SSCC) to measure student learning is to compare student scores on placement exams, taken before core course work, to results from evaluation exams, taken upon completion of core courses. All incoming freshmen are required to provide scores from American College Testing (ACT) assessment tests or take the ACT Assessment of Student Skills for Entry Transfer (ASSET) placement tests for English and mathematics. Following completion of academic core classes common to all associate degree programs, student performance is then measured by the Collegiate Assessment of Academic Proficiency (CAAP) tests. The decile rankings of SSCC students' entry scores are determined in relation to those of their peers from community colleges nationwide and are then compared with decile rankings on the CAAP test. The data are arranged in a four-quadrant grid according to the following criteria: quadrant one students score low on both entry and exit, quadrant two students score low on entry but high on exit, quadrant three students score high on entry and lower on exit, and quadrant four students

PUB DATE- Nov 93

NOTE- 17p.; Paper presented at the Annual Conference of the League for Innovation in the Community College (Nashville, TN, November 14-17, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Instruction; Community Colleges; Computer Assisted Instruction; *Computer Uses in Education; *Distance Education; *Educational Improvement; *Educational Principles; *Educational Technology; *Instructional Systems; Learner Controlled Instruction; Models; School Restructuring; Sociocultural Patterns; Two Year Colleges

Although it is evident that the Industrial Age has given way to the Information Age, educational institutions are still using Industrial Age models of instruction that encourage passive learning and stress knowledge mastery. In the media-rich Information Age, educators must shift to instructional models that put learners at the core of both the curriculum and delivery systems and encourage them to become actively engaged in the acquisition of knowledge. The multi-access education model includes three delivery formats existing simultaneously: the traditional format, the on-campus facilitated format, and the off-campus distance learning format. Each delivery system is content independent, has its own unique instructional design, incorporates a learner-centered philosophy, and is extensively supported by technology. Educational institutions can move to a learner-focused delivery system by providing all three formats through a comprehensive multi-access education initiative. It is important, however, that colleges plan and budget for adequate technology acquisition, training, and administrative support for implementation. In addition to providing better instruction to learners, this approach also increases accessibility and thus increases a college's potential audience. Finally, the use of learning labs and distance education allows for the use of less expensive paraprofessionals and for holding classes without additional classroom space. (Contains 11 references.) (KP)

ED 387 172 JC 950 474

Lever-Duffy, Judy C.

Distance Learning: An Alternative Approach to Education in the Information Age.

PUB DATE- Aug 91

NOTE- 22p.; Paper presented at the Annual Technology Conference of the League for Innovation in the Community College (San Diego, CA, November 4, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; Community Colleges; *Computer Mediated Communication; Computer Uses in Education; *Distance Education; Educational Media; Educational Strategies; *Educational Technology; *Instructional Systems; *Nontraditional Education; Program Development; Student Needs; Telecommunications; Telephone Instruction; Two Year Colleges

Distance education makes use of the technologies of the Information Age to address the needs of a broader and more complex educational market than traditional methods. Because

ED 387 188 JC 950 492

No Show Student Survey, Schoolcraft College.
PUB DATE- Feb 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Applicants; Community Colleges; Declining Enrollment; *Dropout Characteristics; *Dropout Research; *Enrollment Influences; Followup Studies; *No Shows; Predictor Variables; Program Improvement; *School Holding Power; *Student Attitudes; Telephone Surveys; Two Year Colleges; Two Year College Students; Withdrawal (Education)
IDENTIFIERS- Schoolcraft College MI

In winter semester 1995, Schoolcraft College, in Michigan, experienced a 7% drop in enrollment and an 8% drop in credit hours, including 461 students who applied but did not enroll. To determine the reasons that the no shows had for not enrolling and how many planned to enroll in the future, demographic data were collected from application information and telephone interviews were conducted with a sample of 100. For all of the no shows, 60% were female, 17% were minority, and 17% were seeking admission to restricted programs such as Nursing and Culinary Arts. Results of the interviews indicated that 27% did not enroll due to financial difficulties, 9% cited a job change, and 8% indicated that class offerings conflicted with their work schedule. In addition, many students were late in getting their paperwork into financial aid or for employer reimbursement. A full 87% of applicants planned to enroll in the future. Based on these results, the following recommendations were made: (1) increase efforts to provide students with financial assistance and support; (2) implement a college-wide system of personal follow-up and outreach to no show students; (3) find strategies to encourage minority students to enroll; and (4) collect the data on a continuous basis to use to increase retention. The survey instrument is appended. (KP)

ED 387 189 JC 950 493

Sigworth, Denise; Utley, James
Weekend College Survey Report, Schoolcraft College.
PUB DATE- Apr 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; Associate Degrees; Bachelors Degrees; *Community Attitudes; Community Characteristics; Community Colleges; Community Surveys; *Educational Needs; *Needs Assessment; Scheduling; Student Educational Objectives; Telephone Surveys; Two Year Colleges; *Weekend Programs
IDENTIFIERS- Schoolcraft College MI

Currently, Michigan's Schoolcraft College (SC) offers classes on weekends but no formal program that allows students to complete a degree on weekends. To determine the community's general interest and need for a Weekend College Program and for expanded services in general, SC conducted a survey of 399 residents of the college's service district, randomly selected from a State of Michigan identification database. Study results included the following: (1) 81% of respondents knew that treatment for substance abuse, and includes a 12-week parent and child component. The curriculum focuses on increasing cultural awareness, motor skills, language skills, early childhood coping strategies, and social competence among participating children, and increasing the parenting skills of participating parents. Volume 1 of the guide contains introductory material on the development of a preschool-parent resiliency program, along with a 24-session preschool curriculum that includes individual, group, and parent-child activities, many of which focus on instilling resiliency to alcohol, tobacco, and drug abuse. Volume 2 of the guide consists of a 24-session parent curriculum which focuses on parenting skills, child development, stress management, and substance abuse recovery. Each volume contains nine appendices which contain sources of multicultural materials, resources on cultural awareness and substance abuse, sample forms and participation certificates, contract and home visit forms, child development materials, and Spanish language materials. (MDM)

ED 387 207 PS 023 424

Stagner, Matthew W.
Rethinking Child Welfare Services in Illinois: A Summary of Findings from the Children's Policy Project.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Child Welfare; *Community Services; *Family Characteristics; Family Problems; Financial Support; Legislation; Program Development; Public Policy; Quality of Life; Strategic Planning; Welfare Recipients; *Welfare Services
IDENTIFIERS- Family Policy; *Family Resource and Support Programs; Family Support; Historical Background; Illinois; Welfare Reform

This report summarizes the findings and recommendations from the Children's Policy Project, which examined the child welfare system in Illinois. The report: (1) outlines the project's findings about the difficulties faced by existing child welfare services; (2) proposes ways to improve existing arrangements; (3) examines the fundamental problems with current arrangements; and (4) suggests new arrangements that might provide a better way for the state to meet the needs of troubled families. Topics on the functioning of the current system presented in this report include: (1) populations--the characteristics of the children and families served in the Illinois child welfare system and how they are served; (2) mandates--the history, philosophy, legal theory, and statutory framework that define the state's relationship to vulnerable children; (3) financial resources--the funding and budgeting processes that support child welfare services in the state, and the relationship between the Department of Children and Family Services, its funders, and its private service providers; and (4) operations--the structures and processes that shape service delivery. The report ends with a discussion of alternative arrangements for child welfare services, suggesting that improving the current system may be a worthwhile goal, but it may not be enough. (AA)

ED 387 208 PS 023 427

Zambrana, Ruth E., Ed.
Understanding Latino Families: Scholarship, Policy, and Practice.
PUB DATE- 95
NOTE- 249p.; This book is part of the "Understanding Families" series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Adolescents; Children; Community Programs; Demography; *Ethnic Groups; Ethnicity; Ethnic Studies; Family (Sociological Unit); *Family Characteristics; Family Environment; Family Financial Resources; Family History; Family Life; Family Mobility; Family Programs; Family Status; Family Structure; Fathers; *Hispanic Americans; *Mexican Americans; *Puerto Ricans; Refugees; Social Science Research
IDENTIFIERS- *Latinos

This anthology examines the contemporary status of Latino families, especially their great racial and ethnic diversity. The book focuses on the strengths of Latino/Hispanic groups, structural processes that impede their progress, and cultural and familial processes that enhance their intergenerational adaptation and resiliency. Chapter 1, "The Study of Latino Families," presents a theoretical overview of important themes in the research literature and how recent social and economic trends may be affecting the Latino family. Chapter 2, "The Diversity of Latino Families," discusses changes over the last 30 years in the economic well-being of Latino families in comparison to other groups. Chapter 3, "Variations, Combinations, and Evolutions," reviews past and present social science research on family-relevant issues such as effects of assimilation, ethnic identity, familism (commitment to family), Spanish-language maintenance, the underclass model, family structure, women's issues, gender roles, and directions for future research. Chapter 4, "The Status of Latino Children and Youth," discusses central concerns of Latino children and adolescents. Chapter 5, "Including Latino Fathers in Parent Education and Support Programs," describes designing a program appropriate for low-income Latino fathers in Los Angeles. Chapter 6, "Central American Refugees in Los Angeles," describes the community conditions and family needs of Salvadoran and Guatemalan refugees. Chapter 7, "Latino Youth and Families as Active Participants in Planning Change," describes a community-university project to prevent youth alcohol and drug problems. Chapter 8, "Family and Child Health," discusses the health and human services needs of Latino children and families, identifying obstacles in developing relevant policies and legislative issues that may benefit Latino families. Chapter 9, "Social Science Theorizing for Latino Families in the Age of Diversity," identifies ongoing concerns in social science thinking about Latino families, and proposes an expanded theoretical paradigm that would enable more meaningful and culturally sensitive investigation of Latino families. Chapter 10, "Contemporary Issues in Latino Families," summarizes the major themes of Latino scholarship to date, and proposes areas of future research, policy, and practice. More than 400 references are included. (TM)

ED 387 226 PS 023 560

Ryan, Bruce A., Ed.; And Others
The Family-School Connection: Theory, Research, and Practice. Issues in Children's and Families' Lives, Vol. 2. The John &

Compiled by the Saskatchewan School Trustees Association (SSTA) Research Centre, this guide serves as a resource for educators and school boards wishing to encourage parent and family involvement in education. The guide is comprised of two sections: "Setting the Stage" and "Policy Leadership." The first section details: (1) reasons for involving parents, families, and communities; (2) ways to improve school effectiveness; (3) the democratization of education; (3) school outreach; (4) policy directions; and (5) building of a learning community. The second section addresses: (1) policy development as a leadership process; (2) barriers to involvement; (3) encouragement of involvement through policy; and (4) "blueprints" for policy development. Policy samples from Saskatchewan schools are provided, along with a parent involvement program survey. A listing of 60 additional resources is included. (BGC)

ED 387 243 PS 023 593

House-Deere, Deb, Comp.
Iowa Programs Providing and Financing Children's Care and Services. Third Edition.
PUB DATE- 94
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childhood Needs; *Community Programs; Early Childhood Education; Eligibility; Family Programs; Financial Support; *Health Services; Individualized Education Programs; Intervention; *Medical Services; Private Financial Support; *Program Descriptions; Special Education; *State Programs
IDENTIFIERS- *Iowa; Medicaid; Medicare; Project Head Start; Supplemental Security Income Program; University of Iowa

Designed for use by parents and professionals, this guide provides assistance in finding appropriate financial resources and services for children with special needs in Iowa. Divided into six chapters, the guide presents programs related to education, health, human services, insurance, social security, and other support services. After a brief overview of each program, the requirements for eligibility, the services provided, the fees, and information for applying are presented. Chapter 1 provides information about early childhood special education programs and programs for blind and deaf children. Chapter 2 describes programs related to child health specialty clinics, university hospitals, and home care. Chapter 3 includes programs related to child protective services, family support, medical coverage, adoption programs, and transitional child care. Chapter 4 presents a range of insurance plans. Chapter 5 provides information about Medicare, Supplemental Security Income, and State Supplemental Assistance. Chapter 6 outlines a variety of support services such as Developmental Disabilities Basic Grant Program, Easter Seals Society, Iowa Pilot Parents, and Iowa Protection and Advocacy Services. The appendices include lists of agencies related to services for children with special needs, a list of federal poverty guidelines, and guidelines for child care assistance and medically needy income. Information related to child and maternal health issues is also presented. (AA)

(055)
DESCRIPTORS- Accreditation (Institutions); Certification; Community Involvement; *Community Programs; Early Childhood Education; *Family Day Care; Financial Support; Professional Associations; *Professional Development; Program Development; Program Implementation

This guide is designed to help educators and community leaders plan and implement professional development initiatives for family child care providers at the community level, and is based on Dayton Hudson Corporation's 1992 Child Care Aware (CCA) campaign to educate child care consumers about quality family child care. Part 1 provides an overview of the CCA initiative, which focused on consumer education, provider training, accreditation, and the creation of provider associations. Part 2 identifies strategies for the organization and launching of community groups on the CCA model, including the development of realistic goals, selecting and hiring staff, creating an advisory board, and finding funding. Part 3 introduces three strategies used by community groups to promote professional development among family child care providers. The discussion of training, the first strategy, includes charts of commonly used curricula, techniques to enhance learning, and a home observation checklist. The accreditation section includes a chart comparing the National Association of Family Child Care (NAFCC) accreditation process and the Child Development Associate (CDA) credentialing process and of the pros and cons of each approach from a policy point of view. The final strategy, building strong family child care provider associations, includes discussion of the impact of associations, strategies to promote strong associations, and permanence. Two appendices provide an annotated bibliography of CCA resources and a list of sponsoring agencies of CCA initiatives. (MDM)

ED 387 264 PS 023 636

Heberling, Kerri; Shaffer, David V.
School Attendance and Grade Point Averages of Regular Education and Learning Disabled Students in Elementary Schools.
PUB DATE- Jun 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Attendance; Attendance Patterns; *Elementary School Students; Grade 5; *Grade Point Average; Intermediate Grades; *Learning Disabilities; Regular and Special Education Relationship; Rural Youth

This study examined the effects of school attendance on the grade point averages (GPAs) of 70 regular education and 17 learning disabled fifth-graders in a rural school district. It found that school attendance had a significant positive influence on the regular education and learning disabled students' GPAs, indicating that absenteeism directly affects the amount of learning at the elementary school level. The study also found that specific learning disabled students' GPAs were significantly lower than the GPAs of regular education students. No significant difference was found in the rate of absence between specific learning disabled students and regular education students. (MDM)

ED 387 265 PS 023 637

Theilheimer, Ish, Ed.; Eisner, Kathy, Ed.

to dropping out of school for all ethnic groups, yet Hispanics and Chicanos may have less to gain economically from finishing high school than other students. For example, White high school dropouts were more than twice as likely as graduates to have no work experience during the year, but for Hispanics there was little difference between dropouts and graduates. Another study found that wage differences between White high school graduates and dropouts were much higher than differences between Hispanic high school graduates and dropouts. Programmatic solutions to the Chicano dropout problem address the failure of the educational system and focus on basic skills training, job-oriented services, and support services. Systemic solutions address the dropout problem as a social problem as well as an educational issue. Systemic solutions require fundamental changes in the educational system and not merely programmatic solutions. Contains 89 references. (LP)

ED 387 283 RC 020 228

Garcia, Eugene E.
Bilingualism, Second Language Acquisition, and the Education of Chicano Language Minority Students. Chapter 4.
PUB DATE- 93
NOTE- 29p.; In: Chicano School Failure and Success: Research and Policy Agendas for the 1990s; see RC 020 224.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Education Programs; *Bilingualism; Bilingual Students; Cognitive Processes; Educational Legislation; Educational Policy; Educational Practices; Educational Theories; Elementary Secondary Education; English (Second Language); Language Acquisition; *Language Research; *Mexican American Education; Mexican Americans; *Second Language Learning; Social Influences; *Spanish Speaking
IDENTIFIERS- *Chicanos; Hispanic American Students; *Language Minorities

This chapter addresses the theoretical and empirical knowledge bases related to bilingualism and second language acquisition in Chicano children. Research concerning bilingual acquisition has found that the linguistic, cognitive, and social characters of the bilingual child develop simultaneously. Furthermore, all three areas of development are interrelated and directly influence the acquisition of linguistic and cognitive repertoires. Research indicates that second language acquisition is influenced by native language linguistic structures and rules of discourse, may be influenced by the motivation to learn a second language, and is related to various social factors. Educational programs serving language minority students can be differentiated by the way they utilize the native language and English during instruction. For example, a survey of 333 school districts serving over 80 percent of language minority students revealed that the use of English predominated in 93 percent of programs, both the native language and English were utilized during instruction in 60 percent, and 30 percent reported minimal or no use of the native language during instruction. The remainder of this chapter overviews federal and state legislative initiatives related to the education of language minority students, and policy and practice implications for education. Contains 98 references. (LP)

ED 387 284 RC 020 229

vocational and technical education facilities, provision of job training and basic skills training for adults, completion of a network of primary health care clinics and hospitals, aid to water and sewer projects, rehabilitation or construction of over 14,000 housing units, support of revolving loan funds for small businesses, construction of comprehensive child care centers for low-income families, provision of training and assistance to local governments, and support of youth leadership training projects. Contains many photographs and a list of local LDDs. (SV)

ED 387 300   RC 020 279

Field Hearing on H.R. 6, Challenge for the Future: Educational Opportunities for California's Youth. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (Los Angeles, California, October 4, 1993).
PUB DATE- 94
NOTE- 85p.; Serial No. 103-89.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bilingual Education; Bilingual Teachers; Delinquent Rehabilitation; *Disadvantaged; Early Childhood Education; *Educational Needs; Elementary Secondary Education; Federal Legislation; *Federal Programs; Hearings; Higher Education; High Risk Students; Immigrants; Limited English Speaking; *Migrant Education; Teacher Education
IDENTIFIERS- *California; Congress 103rd; *Elementary Secondary Education Act Title I

A House of Representatives subcommittee hearing addressed the reauthorization of the Elementary and Secondary Education Act, focusing on Chapter 1 and bilingual education needs and services in California. Statements were received from legislators, Los Angeles educational administrators and teachers, teacher educators, early childhood providers, and representatives of migrant education programs and migrant and Mexican American advocacy groups. Testimony discussed the following topics: (1) state probation camps that provide rehabilitation and educational services for juvenile offenders; (2) the burden on California, and particularly Los Angeles, of educating large numbers of immigrant children with limited English proficiency; (3) the need for programs to help bilingual paraprofessionals and teacher aides become certified bilingual teachers; (4) need for coordination of education, health care, child care, and other services for poor children; (5) the Equal Access to Education Act of 1993, which seeks to expand Chapter 1 from supplementary basic skills instruction to schoolwide reform; (6) changes in the Chapter 1 funding formula; (7) concern that the proposed clustering of federal categorical program funds will exclude migrant students from services; (8) parent involvement and parent education; (9) recommendations for improving migrant education, related to alternative methods of student data collection, consortium agreements, summer program formula, and eligibility; (10) crime prevention and safety in schools; (11) EDUTRAIN, an alternative charter school for delinquent and high-risk students; and (12) problems in providing quality preschool and child care services in poor neighborhoods. (SV)

ED 387 301   RC 020 280

Curriculum; Interviews; Observation; *Science Curriculum; Science Education; Secondary Education

Descriptions of curriculum often divide it into components entitled intended, implemented, and learned. Each domain intersects with the next to form a sequence of events in which curriculum, teacher, and students are major participants in the process of curriculum modulation. The focus of the research reported in this paper was to study the learned curriculum which is defined as the sum of student's learning in the areas of concepts, skills, attitudes, cognitive abilities, and understanding the nature of science. During the course of the study within a Department of Defense Dependents School on a military base outside the continental United States, the objectives were extended to explore the phenomenon of the hidden or unintended curriculum and to define, clarify, and interpret its presence, possible causes, and effects within the student culture of the chemistry classroom. The results from this study indicate that the social order created by the students represented their adaptations to educational circumstances, both local and institutional, and the consequences of the unintended curriculum influenced social and personal values and attitudes. To minimize the effects of undesirable, unintended consequences of the hidden curriculum educators must continue to examine the social construction of knowledge and the meaning that various experiences have for individuals, determine causes, and retailor classroom interactions accordingly. (Contains 25 references.) (JRH)

ED 387 319 SE 056 582

Bass, George M., Jr.; Ries, Roger R.
Scientific Understanding in High Ability High School Students: Concepts and Process Skills.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; High Schools; *High School Students; Science Education; *Science Process Skills; *Scientific Concepts

The selection criteria of high intellectual ability and strong academic achievement for gifted educational programs often leads teachers to assume that their gifted students understand important science concepts. However, empirical evidence of such homogeneity among gifted students' deep understanding of scientific concepts is lacking in the research literature. The objectives of this study were: to describe the level of scientific reasoning ability of high school students in a gifted education program and to examine the viability of using analogous problems and questions designed to measure understanding of basic scientific concepts and skills. The results indicate that the development of valid assessments of science understanding is a key need for both individual student assessment and curricular evaluation. Another finding of the study, that even gifted students are not necessarily equal with respect to their ability to solve different kinds of scientific problems, supports the need for rigorous diagnostic assessment of students' conceptual science understanding and calls for increased small group or independent learning activities in science teaching. Recommendations from this study would be to

Evaluation Standards

Elementary students who love good literature are often the same children who dislike completing worksheets filled with numerical problems or who struggle with those troublesome word problems. With the whole-language philosophy and literature-based language arts becoming more prevalent, integrating math and literature is an exciting and logical union. This book uses the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards as a basis for the math activities and features quality children's literature that is readily available through school or public libraries. Part I sketches an overview of the history and purpose of mathematics education. Part II briefly outlines Standards 1-5 of the NCTM curriculum standards. The balance and major portion of the book discusses readings and mathematical activities for grades K-3 and grades 4-6 related to Standards 6-13. Resources on patterns, poetry, secret codes, and other topics are suggested for further exploration. An index of readings and topics is provided. (MKR)

ED 387 341 SE 056 781

Nichols, Joe D.; Hall, Neff

The Effects of Cooperative Learning on Student Achievement and Motivation in a High School Geometry Class.

PUB DATE- Apr 95

NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Beliefs; *Cooperative Learning; *Geometry; Grade 10; High Schools; *High School Students; *Mathematics Achievement; Mathematics Instruction; Questionnaires; *Student Attitudes

In this study, the effects of a form of cooperative group instruction (Student Teams Achievement Divisions) on student motivation and achievement in a high school geometry class were examined. Ninety (mostly 10th-grade) students were randomly assigned to either a control group receiving traditional instruction or one of two treatment groups receiving cooperative learning instruction. Geometry achievement was assessed using scores from the IOWA Test of Basic Skills and teacher-made exams. An 83-item questionnaire was used as a pretest, posttest, and post-posttest assessment of efficacy, intrinsic valuing, goal orientation, and cognitive processing. Students in the cooperative treatment groups exhibited significantly greater gains than the control group in geometry achievement, efficacy, intrinsic valuing of geometry, learning goal orientation, and reported uses of deep processing strategies. The implications for cooperative group structures and motivation theory are discussed. Contains 30 references. (Author/MKR)

ED 387 342 SE 056 784

Pajares, Frank; Kranzler, John

Role of Self-Efficacy and General Mental Ability in Mathematical Problem-Solving: A Path Analysis.

PUB DATE- Apr 95

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Mathematics Instruction; *Sex Bias; *Sex Fairness; Teaching Methods; *Womens Education

Society's perception of women in the field of mathematics is slowly changing, but strong social messages remain that technology, mathematics, and science are nontraditional arenas for girls, and girls self-select out of these areas. This booklet is directed to both families and educators, because the work of encouraging girls in math begins at birth and continues throughout the school years. The purposes of this booklet are to: (1) provide information about the harmful and lasting effects on girls and boys of gender-role stereotyping; (2) help administrators, teachers, and families as they develop ways to reduce gender-role stereotyping and encourage K-12 girls in math; and (3) offer educators and families the most current strategies that work to encourage both girls and boys in math. Section titles are: "Stereotyping and Math," "Creating a Good Math Climate," and "Six Classroom Strategies." Contains 36 references and a list of 14 resource organizations. (MKR)

ED 387 362 SE 056 975

Highlights of Research Activities in Mathematics Education: 1994.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Demonstration Programs; *Educational Research; Elementary Secondary Education; *Financial Support; *Mathematics Education; *Pilot Projects

This booklet is prepared annually by the Research Advisory Committee of the National Council of Teachers of Mathematics (NCTM) to advise the NCTM Board of Directors on the status of research in mathematics education. The booklet contains listings of funded projects (new and continuing); publications (conference reports and proceedings, journals, books and other resources, and electronic networks); conferences; organizations; and funding sources (government and private). (MKR)

ED 387 363 SO 024 149

Molander, Elizabeth R.
Travellers' Children in a Junior School in Norfolk with Historical, Legislative, and Educational Perspectives on Travellers.
PUB DATE- Dec 91
NOTE- 109p.; Master of Arts Dissertation, University of East Anglia.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Migrant Children; Migrant Problems; Migrant Programs; *Migrants; *Migrant Youth; Migration; *Nomads; Transient Children
IDENTIFIERS- *Gypsies; United Kingdom

This general study reports on Travellers (often called gypsies) with a specific focus on children who attended one school in Norfolk (United Kingdom) during January-July 1991. Divided into six chapters, chapter 1, "An Historical, Legislative, and

This packet of maps is an auxiliary resource to the "World History and Geography: Medieval and Early Modern Times. Course Models for the History-Social Science Framework, Grade Seven." The set includes: outline, precipitation, and elevation maps; maps for locating key places; landform maps; and historical maps. The list of maps are grouped under the units in the course model to which they relate and are referenced to specific activities suggested in the models. The maps include: (1) Growth of Islam; (2) African States in Medieval and Early Modern Times; (3) Civilizations of the Americas; (4) Japan; (5) Medieval Societies: Europe and Japan; (6) Early Modern Europe: The Age of Exploration to the Enlightenment; and (7) Linking Past to Present. (EH)

ED 387 383 SO 025 217

Nziramasanga, Caiphas T.
Colonial Hangovers: Social Studies Curriculum Dilemmas for Zimbabwe--Implications for Indiana Social Studies Teachers.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Indiana Council for the Social Studies (Indianapolis, IN, April 10-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African History; *African Studies; Area Studies; Black Studies; *Colonialism; Elementary Secondary Education; Foreign Countries; Foreign Culture; International Relations; Land Acquisition; Land Settlement; Non Western Civilization; Political Attitudes; *Political Divisions (Geographic); *Social Studies; *World History
IDENTIFIERS- Indiana; *Zimbabwe

This paper briefly examines the historical background to political independence in African nations, highlighting the control of the colonial masters on those nations. The "hangovers" describes how early colonial control has had serious influence on the development of social studies curriculum in Zimbabwe. The paper concludes by narrating the implications of these colonial hangovers for social studies teachers, including: (1) rapid changes in names and boundaries; (2) changes in governments and economic systems with new elections; and (3) an understanding of the different colonial powers that controlled countries in Africa and that these European nations had used and emphasized different strategies and techniques which are now responsible for many of Africa's political, economic and social problems. (EH)

ED 387 384 SO 025 219

Nziramasanga, Caiphas T.
Political Implications of the Southern African Development Community Agenda on Educational Development in the Region.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Indiana University African Studies Center (Bloomington, IN, March 31 - April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African History; *African Studies; Area Studies; Black Studies; Developing Nations; Economic Development; *Educational Development; Foreign Countries; Foreign Culture;

a number of laureates. In referring to prize winners, the volume distinguishes between what have been called negative peace and positive peace and what the document terms "fundamental peace." The paper also presents additional suggestions for the use of stamp collections to illustrate other subjects relevant to peace education. (EH)

ED 387 404 SO 025 301

Barton, Keith C.
"My Mom Taught Me": The Situated Nature of Historical Understanding.
PUB DATE- Apr 95
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cultural Influences; Cultural Interrelationships; Elementary Education; Oral Tradition; Peer Influence; *Significant Others; *Social Background; Social Characteristics; *Social Development; Social Environment; *Social Influences; *Socialization; Social Values

This paper reports on a year-long qualitative study of two elementary classrooms in a suburban community near Cincinnati (Ohio). The classes were very homogeneous racially with no students of Hispanic, African-American, Asian, or Pacific Island descent in either class. Interviews, classroom observations and participation, and analysis of student's written assignments were conducted to examine the historical understanding students brought to school, the social context in which their thinking had developed, and the way their ideas affected their encounter with the content of the school curriculum. Students developed their understanding of the past primarily through interactions with relatives, and they used that understanding to construct a narrative of historical development which explained their own lives in the present. This study suggests that research and instruction should begin not with the content of the school curriculum or the nature of the historical discipline, but with the cultural context in which students' historical understanding develops. Contains 84 references. (EH)

ED 387 405 SO 025 302

Addison-Jacobson, Jill; Addison, Joy
Service Learning in Middle School: The Day from Hell?
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; Community Cooperation; Community Involvement; *Community Relations; *Cooperative Programs; Intermediate Grades; Junior High Schools; Middle Schools; Participative Decision Making; *Partnerships in Education; *Public Service; *School Community Programs; *School Community Relationship; Social Responsibility
IDENTIFIERS- Middle School Students; Palo Alto Unified School

Schools"; (5) "The School as an Organisation and as a Community"; (6) "The Curriculum"; (7) "Pupil Assessment"; (8) "School Staff: Teachers, Head Teachers, Other Staff"; and (9) "The European Dimension." Part 3 focuses on the "Efficiency and Performance of Secondary Education." Part 4 examines "Challenges, Problems, and Prospects." (EH)

ED 387 427 SO 025 388

Sauthier, Roger
Secondary Education in Switzerland.
PUB DATE- 95
NOTE- 44p.; This is one in the series "Guide to Secondary Education in Europe," as part of the project "A Secondary Education for Europe." For related items, see SO 025 387-391. French edition available.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; *Educational Assessment; *Educational Planning; Foreign Countries; Foreign Culture; International Education; National Programs; Program Effectiveness; Program Evaluation; Public Policy; *Secondary Education
IDENTIFIERS- *Switzerland

This booklet provides a brief description of secondary education in Switzerland. The publication is part of a series that seeks to make the public aware of the education systems and traditions in all signatory states to the European Cultural Convention and to outline the essential problems these systems presently are facing. This short booklet contains five sections. Part 1, "The Political and Social Context," contains: (1) "The Swiss Education System"; (2) "Historical Background"; (3) "Legal and Political Powers"; (4) "Structure of Secondary Education"; and (5) "Changes in Secondary School Teaching since 1968." Part 2, "Different Aspects of Swiss Education," includes: (1) "Elaboration of Educational Policies and Innovation"; (2) "Funding and Budgets"; (3) "School and Society"; (4) "Organisation of Secondary Education"; (5) "Schools as Communities"; (6) "Curricula"; (7) "Assessment"; (8) "School Staff"; and (9) "The European Dimension." Part 3 focuses on the "Efficiency and Performance in Upper Secondary Schools." Part 4 examines "Challenges, Problems, and Prospects." Part 5 contains a 6-item bibliography. (EH)

ED 387 428 SO 025 389

Aigner, Helmut
Secondary Education in Austria.
PUB DATE- 95
NOTE- 61p.; This is one in the series "Guide to Secondary Education in Europe," as part of the project "A Secondary Education for Europe." For related items, see SO 025 387-391. French edition available.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; *Educational Assessment; *Educational Planning; Foreign Countries; Foreign Culture; International Education; National Programs; Program Effectiveness; Program Evaluation; Public Policy; *Secondary Education

Laura Harper, "One thing they never teach you about teaching is that it's best not to teach," contains several short sketches, poems, and a selection of her students' writing illustrating her difficult beginning, her progress, and her sense of intimate exchange with her students. Part 3 by Jeff Huntley, "To be a teacher you must be able to step outside yourself and look at the situation...," describes his struggle to live with disorder, his experiences with students on a camping weekend, uses of humor in teaching, working with a particularly difficult child, and the pain of being unable to save troubled students. Part 4 by Eric Henry, "To teach a kid well you have to know a kid well," contains descriptions of the frustration of initial failure, the painful memory of a violent student, a selection of student writing, and two poems. Includes a prologue, short biographies of the four teachers, and an epilogue. (JB)

ED 387 446 SP 036 199

Meleskie-Lippert, Kathleen
Improving the Awareness of Personal and Oral Hygiene in Second Graders.
PUB DATE- 94
NOTE- 75p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Change; *Class Activities; *Dental Health; Elementary School Students; Grade 2; *Health Education; Higher Education; *Hygiene; Instructional Effectiveness; Practicums; Primary Education; Self Care Skills; Teacher Education; Units of Study; Urban Education
IDENTIFIERS- *Head Lice

The practicum reported here involved the design of a hygiene awareness unit to help 30 second-grade students in an inner-city school become aware of and improve their personal and oral hygiene, and to provide necessary knowledge concerning pediculosis. Surveys of students and faculty prior to the program demonstrated the need for such a program as did student pediculosis records. The hygiene awareness unit consisted of 12 comprehensive lessons covering three areas: personal hygiene, dental hygiene, and pediculosis. Special characteristics of the program included hands-on experience with individual personal hygiene kits; a sticker chart to reinforce specific hygiene habits; a field trip to a health museum; a talk by a dental hygienist; and extensive use of role playing, skits, and puppetry. Evaluation indicated substantial improvement in student health habits and a significant reduction in the number of students with pediculosis. Appendices include letters, surveys, questionnaires, and instructional materials used in the unit. (Contains 21 references.) (JB)

ED 387 447 SP 036 201

Brylinsky, Jody
Authentic Discovery Laboratories in Motor Learning.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Critical Thinking; *Discovery Learning; Higher Education; *Instructional Effectiveness;

courses, there were more likely to be departing from the college; there were few differences across curriculum areas for gender and racial/ethnic groups; the most common reason cited for withdrawal was conflict with work; more than 1,200 students who withdrew from the college felt the college could have prevented the withdrawal and cited reasons for their view. The student withdrawal form is attached. (Contains 11 references.) (SW)

ED 387 001 HE 028 582

Fischer, Norman M.
The Long Term Effects of Undergraduate Student Involvement Experiences on Selected Outcome Measures. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bachelors Degrees; *Career Choice; *Doctoral Degrees; *Educational Attainment; Higher Education; *Institutional Research; Longitudinal Studies; *Outcomes of Education; Predictor Variables; Professional Education; Statistical Analysis; Student Development; Student Participation; Undergraduate Study
IDENTIFIERS- *AIR Forum

The long-term effects of undergraduate involvement on advanced degree attainment and career choice were studied. The longitudinal study involved 299 freshmen who entered college between 1973 and 1976 and participated in the institutional research program's followup questionnaire 17-20 years later. Astin's Input-Environment Outcomes model and multivariate analysis with temporal sequencing were used to control for various input-background characteristics so that the effects of selected undergraduate and post-college involvement variables could be assessed. The concept of "channeling" is used to explain some of the mediating effects of post-college outcomes such as graduate or professional school attendance, marriage, or early employment. The student's chances of obtaining an advanced degree after college appear to be enhanced by interactions with faculty, academic achievement, and academic involvement. Obtaining an advanced degree channeled men away from business careers, while women who went to work immediately after graduation were more likely to pursue business careers. The results suggest that the theory of involvement is applicable over relatively long time periods, and that it can and should be extended to incorporate various forms of post-college involvement. (Contains 15 references.) (SW)

ED 387 002 HE 028 583

Gebel, Melinda A.
Impacts on Baccalaureate Degree Completion: A Longitudinal Analysis of Community College Transfer Students. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English

technique is designed for use in longitudinal research, related methods of weighting can be implemented for cross-sectional surveys. (Contains 27 references.) (SW)

ED 387 019 HE 028 600

Rahimi, Ameneh
Problem-Based and Conventional Medical Education from a Student Perspective: A Qualitative Analysis Comparing Students' Experience of Medical Education, Approach to Learning and Reading Comprehension. Linkoping Studies in Education and Psychology No. 45.
PUB DATE- 95
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Comprehension; *Curriculum; Foreign Countries; Higher Education; *Instructional Effectiveness; Learning Strategies; *Medical Education; Medical Schools; Medical Students; *Student Attitudes; Teaching Methods
IDENTIFIERS- Linkoping University (Sweden); *Problem Based Learning; University of Gothenburg (Sweden)

This study examined students' experiences of university medical education, approaches to learning, and comprehension of learning tasks. It used semi-structured interviews with 60 preclinical and clinical medical students. Half of the students attended Gothenburg University (Sweden), which employed a conventional discipline-based curriculum, while the other half attended Linkoping University (Sweden), which employed a problem-based learning (PBL) curriculum. The results indicated that PBL students seemed to have experienced a more flexible, meaningful, and enjoyable education compared with their counterparts from the traditional program. PBL students showed an inclination toward adopting comprehension approaches both in general and to specific learning tasks, whereas the conventional students' propensity was toward reproductive strategies. As regards the students' comprehension of learning tasks, the results indicated that the students from both programs performed more or less equally. Appendices outline the course of study for medical students at Linkoping University and Gothenburg University. A list of Linkoping Studies in Education and Psychology is also included. (Contains 139 references.) (MDM)

ED 387 020 HE 028 601

Choi, Hyaeweol
An International Scientific Community: Asian Scholars in the United States.
PUB DATE- 95
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; College Administration; *College Faculty; College Instruction; *Educational Attitudes; Employment Opportunities; Higher Education; *Immigrants; Immigration; International Communication; *International Educational Exchange; Interviews; Labor Market; Networks; Scientific Research; Tenure
IDENTIFIERS- *Faculty Attitudes

This study examines the attitudes of Asian-born scholars and scientists who have settled in the United States and their role

Lindsay). Includes an index and information on the contributors. (Most papers contain references.) (JB)

ED 387 038 HE 028 619

Barba, William C., Ed.
Higher Education in Crisis: New York in National Perspective. Garland Studies in Higher Education, Vol. 3.
PUB DATE- 95
NOTE- 250p.; Garland Reference Library of Social Science, Vol. 963.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Role; Community Colleges; Economic Factors; Educational Finance; Educational History; *Educational Trends; Futures (of Society); Government Role; Government School Relationship; *Higher Education; Political Influences; Politics of Education; Private Colleges; Productivity; State Aid; State Legislation; *State Universities; Tuition
IDENTIFIERS- Cornell University NY; *New York; *State College and University Systems

In a set of 10 papers this volume explores nationally pressing issues in higher education, particularly financial and access issues, by examining those issues in the New York State's higher education system. The papers are: "Factors that Have Shaped Higher Education in New York State: A Historical and Current Perspective" (William C. Barba and others); "Economic Pressures and Trends: The Challenge for Higher Education" (Patrick J. Bulgaro); "Learning Productivity: A New Imperative for American Higher Education" (D. Bruce Johnstone); "Community Colleges of the 1990s: Living on the Fiscal Edge" (Stuart Steiner); "From Land Grant to TQM: The Cornell Experience" (Frank H.T. Rhodes); "Current Status and Future Prospects of Independent Higher Education in the State of New York" (Patti McGill Peterson); "Public Higher Education in New York: Turmoil, Tuition, and Technology" (Richard F. Rothbard); "A Legislative Perspective on Higher Education and the New York State Budget" (John B. Sheffer, II); "The State Education Department and Higher Education in New York: What Role Lies Ahead?" (Donald J. Nolan); "Old Arguments, New Questions: Can American Higher Education be Reshaped?" (William C. Barba). An index and information on the contributors are included. (Most papers contain references.) (JB)

ED 387 039 HE 028 620

Lewis, Lionel S.
Cold War on Campus: A Study of the Politics of Organizational Control.
PUB DATE- 88
NOTE- 358p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Freedom; Civil Liberties; College Administration; College Faculty; *Educational History; *Faculty College Relationship; Higher Education; *Political Influences; Political Power; Politics of Education; Sanctions; Teacher Administrator Relationship
IDENTIFIERS- *Cold War; Communist Party; Organizational Behavior

This volume reports on a study of how political events and higher based on a sample of over 500,000 census interviews. The study found that, in general, individuals who attended and finished college will marry other individuals who went to college, and that both parents will work and together earn more than $40,000 annually. Their income will permit them to live in a community that aggressively invests in the learning and cultural environment. They will raise children who will have a high probability of earning college degrees, thereby perpetuating a cycle of prosperity. Conversely, parents who do not have a college education will earn less and will more likely live in communities that have limited capacity to invest in the development of their youth. These parents will raise children who will have a much lower probability of earning college degrees, thereby perpetuating a cycle of disparity. To encourage college attendance, the report recommends that Pennsylvania establish state-wide education objectives, gather and disseminate critical information, reexamine higher education's price curve, provide investment incentives for families, provide incentives for employers and develop an education/labor force policy, and facilitate change among institutions and sectors. (MDM)

ED 387 058 HE 028 640

Neuschatz, Michael; Mulvey, Patrick J.
1994 Initial Employment Follow-Up of 1993 Physics Degree Recipients.
PUB DATE- Jul 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Astronomy; *Bachelors Degrees; Career Planning; Demography; *Doctoral Degrees; *Employment Opportunities; Foreign Students; Graduate Study; Higher Education; Masters Degrees; National Surveys; Outcomes of Education; *Physics; Sex Differences; Underemployment; Unemployment

This report presents data from a follow-up survey of new physics graduates who entered the job market in 1993, extending findings first presented in the American Institute of Physics' Bachelors Degree Recipient Report in February 1995. It documents the rising unemployment rate among new physics bachelors and Ph.D. recipients since 1989, as well as the increasing number of undergraduates who have opted for graduate studies and Ph.D.s who have taken postdoctoral appointments. Also documented are the rising incidence of underemployment, temporary, and part-time employment among new physics bachelors and Ph.D. recipients actively seeking employment. Demographic data on new masters and Ph.D. graduates in physics and astronomy are also provided. The proportion of women among Ph.D. recipients has been rising slowly for several years, and that the number of non-U.S. citizens receiving physics Ph.D.s continues to increase significantly. (MDM)

ED 387 059 HE 028 641

The Almanac of Higher Education: 1995.
PUB DATE- 95
NOTE- 390p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Numerical/Quantitative Data (110),Books (010)
DESCRIPTORS- *College Faculty; *College Students; Demography;

retracing the steps in a search, and the potential for information overload. The basic principles of computer-assisted instruction (CAI) include the capability of adapting materials for the individual learner; giving the teacher or learner the option to choose, adapt, or correct materials; and the active involvement of the student in learning. Hypertext can serve as a support for learning as it demands intense research activity which permits the generation (and validation or not) of hypotheses. It offers a model of knowledge that leads the student to construct his own model and network of knowledge, and provides access to potential virtual worlds. Hypertext can also play a role in cooperative learning through its flexibility in managing information that is to be shared among several users. It may be selected to complement the objectives of CAI projects. It enables the integration of diverse structures for research or the personalization of the navigation system for the type of user. Educators must be aware, however, that although hypertext is regarded as a metaphor for the human memory, it is not a universal solution. A discussion (in English) of electronic books in hypertext format is appended; 12 notes and 8 sub-notes are provided. Contains 36 references, of which 30 are in French and 6 in English. (BBM)

ED 387 077 IR 016 964

Ellebrecht, Ingrid, Ed.; And Others
Informationstechnische Weiterbildung Fur Frauen Von Frauen: Internationaler Workshop = Education in Informatics for Women By Women: International Workshop (Hamburg, Germany, November 30-December 3, 1992).
PUB DATE- 93
NOTE- 129p.
LANGUAGE- English; German
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Continuing Education Centers; Day Care Centers; Developing Nations; Educational Needs; *Employment Problems; *Females; *Foreign Countries; *Information Technology; *International Programs; Job Training; Second Language Learning; Sex Discrimination; Social Environment; Unemployment; Workshops

This document presents workshop results and participants' reports from the international conference "Train the Trainers in Information and Communication Technology." The participants consisted of 18 women and one man from Czechoslovakia, Russia, Latvia, Bulgaria, Romania, Mongolia, Jordan, Egypt, and the Philippines. Eleven reports were presented covering the situation of women with reference to employment and unemployment, social conditions, legal rights, family obligations, and the situation before and after the change from communist to democratic rule. The reports of the working groups illustrate attempts to identify the areas needing attention and develop practical measures and solutions. Two working groups examined questions aimed at demonstrating the need for the establishment of women's technical training centers and other areas that need development. It was pointed out that advantages women had during the period of communism/socialism no longer exist. Women face high levels of unemployment and for those in the workforce, a drastic reduction in childcare centers; job retraining in the new market economy is mainly offered to men and women with the same qualifications as men are paid less for

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; Educational Innovation; Higher Education; *Information Sources; *Instructional Design; Research Tools; *Resource Materials; *Summer Programs; Teacher Education; Teamwork; Undergraduate Students; Workbooks; *Workshops

IDENTIFIERS- *Internet; Kenyon College OH

The goals of Kenyon College's (Ohio) Summer Institute on Academic Information Resources are to expose a select group of faculty and students to the many academic information resources available both on the Internet as well as locally on campus and to promote the use of these resources by faculty and students to affect innovative changes in the curriculum of the first and second years of undergraduate study. To achieve these goals, a 4-day workshop is conducted each summer. Institute instructors developed a 280-page workbook which provides documentation to accompany each presentation, hands-on exercise, and group discussion. This paper discusses what went into designing and developing the summer institute, and attempts to highlight aspects of the institute and workbook which have led to the institute's success. The institute process examines: (1) creating a steering committee to establish goals, objectives, and resource topics; (2) completing the participant selection process; (3) participant pre-institute assignments; (4) exploring Internet resources; (5) individual instructor preparation for presenting the tools or resources for which they are responsible; and (6) compiling the workbook. The summer institute program itself includes panel discussions, general discussions, presentations, exercises, and a team assignment in which each team is assigned a hypothetical course for which they must design a portion of the syllabus, lecture, or research project. Finally, the future of the summer institute is discussed. (MAS)

ED 387 096 IR 017 313

Gibbs, William J.

Multimedia and Computer-Based Instructional Software: Evaluation Methods.

PUB DATE- 95

NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; Computer Software Development; *Courseware; *Evaluation Methods; Hypermedia; Material Development; Multimedia Instruction; *Multimedia Materials

Testing and evaluation are important components of effective instructional software development. Many evaluation approaches today are multifaceted, employing a combination of methodologies and multiple data collection techniques. In this paper, several approaches to evaluation are discussed. Computerized tracking systems, videotape recording techniques, and verbal protocol analysis are presented as means by which to conduct more direct comprehensive evaluations of multimedia and

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; *Educational Technology; Elementary Secondary Education; Guidelines; *Learning Laboratories; Learning Strategies

This document provides guidelines for planning technology education facilities. Chapter 1 defines technology education in terms of a vision, educational outcomes, and curriculum and facilities. Chapter 2 focuses on creating technology education facilities and describes the planning process, design, construction, installation of furnishings and equipment, and occupancy and post-occupancy evaluation. Chapter 3 discusses the technology education program for elementary, middle/junior high, and high school education, as well as teaching/learning strategies and laboratory requirements. Chapter 4 provides an overview of technology education facilities design requirements and describes specific areas of the technology education laboratory. Chapter 5 examines general design considerations and site design considerations for technology education, as well as a brief discussion on renovations of existing facilities and IAC (Interagency Committee on School Construction) projects. (Contains 30 references.) (AEF)

ED 387 117 IR 017 344

Ely, Donald P.
The Field of Educational Technology: Update 1995--A Dozen Frequently Asked Questions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 5p.; Update of ED 366 330.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Resources; *Educational Technology; Employment Opportunities; Higher Education; Information Sources; Information Technology; *Intellectual Disciplines; Professional Associations; Scholarly Journals; Textbooks
IDENTIFIERS- ERIC Digests

This digest provides background information and sources that help in understanding the concept of educational technology. Specific answers are provided to the following 12 questions: (1) What is educational technology? (2) What are the roots of educational technology? (3) What is a good source of research findings? (4) What do educational technologists do? (5) Where are educational technologists employed? (6) Where do educational technologists obtain professional education? (7) What fields offer good preparation for educational technology? (8) What are the major professional organizations? (9) What publications do educational technologists read? (10) What are the comprehensive references for the field? (11) What textbooks are commonly used? and (12) Where can more specific information about educational technology be found? (MAS)

ED 387 118 IR 017 345

Maxwell, Leigh; And Others
Graduate Distance Education: A Review and Synthesis of the Research Literature.

adapt the law to the needs of the global information society. By providing a generalized legal framework, based on the extensive analysis and discussion of the way in which the law has been and should be interpreted, the groundwork can be laid for the rapid and efficient development of the NII. To prepare this report, the Working Group drew upon expertise within the participating departments and agencies of the federal government, and received and considered views of the public. Intellectual property rights are discussed in terms of federal law, technology, and education, followed by the Working Groups recommendations. Appendices include: proposed legislation, statutory mark-up, and participating agencies. (MAS)

ED 387 136 IR 055 663

Condic, Kristine S.
Internet and Academic Librarians: Training, Promotion, and Time.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Community Education; Higher Education; *Librarians; Library Role; Library Services; Online Searching; Skill Development; *Training Methods; Users (Information)
IDENTIFIERS- *Internet

The growth and influence of the Internet have been phenomenal in the past few years. Academic librarians are faced with a new service for their clientele who, in most cases, will need instruction in order to use the Internet effectively. Many academic libraries are already providing training sessions for their users. A survey of 150 libraries was undertaken to find out the state of affairs of the Internet in academic libraries throughout the country, with a response rate of 67% (101 libraries). The following questions were explored: (1) Teaching methods--Which types of methods are being used for teaching staff and the community about services provided on the Internet? Is the library or the campus computer center responsible for teaching users about the Internet?; (2) Promotion--How are Internet services promoted on campus (via workshops, news items, library instruction) and which methods work the best?; (3) Librarians' Time and Service--Do librarians have enough time to explore the Internet and how has it changed the service they provide to their clientele?; and (4) Maintenance of Search Skills--How do librarians keep up-to-date on the latest changes and happenings on the Internet? Results showed that library staff and community training takes place through non-credit workshops (62%), presentations to academic departments (55%), and sessions from bibliographic instruction (54%). Many libraries and computer centers are conducting joint Internet presentations. The most widely-used methods of promotion were found to be: hands-on workshops (60%); one-on-one instruction (56%); library instruction (54%); lecture workshops (51%); and instruction sheets (50%). Librarians are finding it increasingly difficult to maintain their Internet skills due to a lack of time. Five tables and one figure illustrate data. A questionnaire for online search coordinators is provided in an appendix. (Contains seven references.) (MAS)

ED 387 137 IR 055 664

Faulkner, Carol, Comp.

score high on both exams. In a sample analysis of SSCC students, a total of 44% of SSCC students showed positive change (quadrant two), 22% maintained their rankings (quadrants one and four), and 34% showed negative change (quadrant three). Finally, these data are analyzed to determine common factors among student quadrants to provide college planners with data to improve student success. (MAB)

ED 387 155 JC 950 455

Faculty Assessment of General Education. Spring 1995.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; *College Faculty; Communication Skills; Community Colleges; Computation; Computer Literacy; *Course Objectives; Critical Thinking; Cultural Awareness; *General Education; Minimum Competencies; Organizational Objectives; Student Evaluation; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- John Tyler Community College VA

In spring 1995, Virginia's John Tyler Community College (JTCC) conducted a survey of faculty to assess their perceptions of the integration of general education into classes and programs at the college. A total of 100 surveys were distributed to full-time faculty members and a random sample of adjunct faculty members, receiving a 34% response rate. Faculty were asked to identify a specific course and rate JTCC's four general education outcomes (i.e., communications, critical thinking, understanding culture and society, and computational and computer skills) as essential, very important, important, unimportant, or not applicable for the course. Faculty were also asked to describe classroom activities, behaviors indicating mastery, assessment methods, and the estimated percentage of students demonstrating mastery. Study findings included the following: (1) communication skills were rated as at least important by all of the respondents, while estimates of student mastery ranged from 30% for math to 99% for childhood development; (2) 71% of Arts, Sciences, and Public Services (ASPS) and 84% of Allied Health, Business, and Technologies (AHBT) respondents rated developing analytic and problem-solving skills as essential, while estimates of student mastery ranged from 20% to 99%; (3) about 50% of all respondents rated understanding culture and society as at least important, with student mastery ranging from 25% to 100%; and (4) 19% of ASPS and 38% of AHBT respondents rated computational and computer skills as essential, while mastery ranged from 40% to 99%. (The survey instrument is appended.) (KP)

ED 387 156 JC 950 456

John Tyler Community College Weekend College: The First Semester.
PUB DATE- 95
NOTE- 30p.; Compiled by the Division of Continuing Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Ancillary School Services; College Outcomes Assessment; Community Colleges; Educational Quality; Enrollment Influences; Grades (Scholastic);

distance delivery does not follow the rigid structure of the traditional course, it can provide instruction to individuals whose location, personal circumstances, or family obligations would not otherwise allow them to take courses. Techniques and technologies used in distance education include print media via correspondence courses; audio-based instruction through radio transmissions, audio cassettes, and the telephone; video-based instruction, including television broadcasts, video conferencing, video cassettes, and video discs; and computer-based approaches utilizing electronic mail, electronic conferencing, electronic bulletin boards, and telecommunications networks. The goal of an integrated distance learning system should be to deliver effective instruction using whatever combinations of these technologies that are necessary. Further, programs must focus on three objectives: increasing access without restrictions of location and time, avoiding isolating learners from the benefits of the interaction with instructors and peers, and utilizing as many deliveries as possible to address the learning styles and needs of the target audience. Distance education will bring knowledge to the learner and technology will provide the means; educational institutions need only provide the platform on which to build distance education programs. (Contains 17 references.) (KP)

ED 387 173 JC 950 475

Harris, Zelema M.; Kayes, Pauline
Multicultural and International Challenges to the Community College: A Model for College-Wide Proactive Response.
PUB DATE- 23 Apr 95
NOTE- 15p.; Paper presented at the Annual Convention of the American Association of Community Colleges (75th, Minneapolis, MN, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *Community Colleges; *Cross Cultural Training; Cultural Pluralism; Curriculum Development; *Diversity (Institutional); *Educational Change; Employee Attitudes; *Equal Education; Minority Groups; *Organizational Climate; Social Integration; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Parkland College IL

Parkland College, in Illinois, has taken a proactive approach to responding to the multicultural and international challenges facing all community colleges. The action has been spurred by national indicators that suggest that the nation's workforce is becoming older, is being comprised of more female members, is including more members from traditionally minority groups, and will include jobs requiring higher skill levels. The college's approach was also based on a review of local conditions, including Parkland's mission and objectives and changing demographics of the community, students, and faculty and staff. The resulting initiative called for changes in the following areas: (1) school policies and procedures to eliminate exclusive policies; (2) school culture and the hidden curriculum (i.e., the underlying attitudes transmitted to students), resulting in the offering of diversity training for students, faculty, and staff; (3) the dominant learning styles at the college, resulting in an emphasis on developing cooperative teaching methods; (4) language and dialects of the school where faculty and staff are being trained to become more

Schoolcraft offered associate degree programs; (2) of the 25% of respondents who were interested in furthering their education, 27% had completed a bachelor degree and 17% had a high school diploma; (3) 67% of the respondents were employed full-time, 59% were female, and the average age was 39 years old; (4) 32% (n=129) of the respondents indicated that they would be very interested or interested in a Weekend College program, while the top 4 program choices were computers, business management, undecided, and liberal arts; (5) for those interested in the program, the most desirable times for taking classes were Saturday mornings (78%) and Saturday afternoons (58%), the least desirable was Friday evenings (24%), and 46% indicated that they would also attend on a weekday evening; (6) 38% of the respondents indicated an interest in attending college to complete a bachelor's degree and 25% would be interested in a bachelor's degree program at Schoolcraft; and (7) the most popular choice of alternative delivery was telecourses, preferred by 36% of respondents interested in either the Weekend College or bachelor's program. The survey instrument is appended. (KP)

ED 387 190 JC 950 494

Reed, Lester W., Jr.
Community College Issues: A Research Agenda for the Twenty-First Century.
PUB DATE- Jul 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Attitudes; *College Instruction; College Outcomes Assessment; College Planning; *Community Colleges; *Educational Research; Excellence in Education; *Instructional Leadership; Leadership Styles; Needs Assessment; Organizational Effectiveness; *Policy Formation; *Research Needs; Two Year Colleges

Based on input from practitioners at 42 two-year colleges in the Western Interstate Commission on Higher Education region, this document outlines the research agenda of the Western Center for Community College Development (WCCCD) for the next century. Introductory sections describe the role of focused research, the WCCCD, methodology used in developing the agenda, and the WCCCD's basic research agenda, indicating that it establishes priorities within the broad areas of learning and teaching and leadership. Next, eight priorities for conducting research are identified for learning and teaching: the adaptation of professional, technical, and occupational education to the specific needs of the workforce; the application of learned skills and knowledge in simulated real-life situations; the effectiveness of technology-assisted learning; the remediation of basic skill deficiencies and access to college programs; the attributes of teaching excellence; the impact of diversity; the impact of student service activities on student success; and the role of student activities in commuter-based colleges. For each priority, several subtopics are identified providing more specific areas for research. Next, the following six priorities, with related subtopics, are identified for the area of leadership: college responses to institutional effectiveness and assessment, the impact of declining resources on mission, the effect of organizational structure on effectiveness, trends and outcomes for leadership/management styles, the effectiveness of personnel policies, and the effects of

Edel-Herscovitch, Nella
A Cooperative Learning Model for Parents.
PUB DATE- 4 May 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Rearing; Conflict Resolution; *Cooperative Learning; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Models; *Parent Education; Parent Role; *Parents as Teachers; Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Problem Solving; Teacher Role; Teaching Methods
IDENTIFIERS- Quebec

This paper advances a model for the use of parents in the implementation of cooperative learning strategies in the home, so that parents can join with teachers in providing a quality education for their children. The main principles of the model include teaching parents how to: (1) encourage their children by providing adequate opportunities for cooperative involvement in the family; (2) change their own behavior as the only way to change their children's behavior; (3) improve parent-child communication; (4) use problem-solving and conflict resolution skills; (5) help their children with school assignments and homework; (6) build their child's self-esteem; and (7) help children make responsible choices. The paper includes a literature review of parenting models and cooperative learning, a comparison between traditional and cooperative paradigms of teaching and parenting, and a description of a parent education program based on the cooperative model. (Contains 45 references.) (MDM)

ED 387 209 PS 023 439

Fry, Prem S.
Fostering Children's Cognitive Competence through Mediated Learning Experiences: Frontiers and Futures.
PUB DATE- 92
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement; Behavior Development; *Cognitive Development; Competence; Developmental Psychology; Educational Sociology; Elementary Secondary Education; Learning Theories; *Metacognition; Self Control; Self Efficacy; Social Psychology; Social Theories; *Teacher Role; *Thinking Skills
IDENTIFIERS- Bandura (Albert); *Cognitive Competence; *Cognitive Mediation; Feuerstein (Reuven); Lipman (Matthew); Mediation; Mediators; Vygotsky (Lev S)

Recent initiatives by child educators, school psychologists, and practitioners emphasize providing cognitive instruction and promoting cognitive competence in all children, not only the high-achieving or most intelligent students. This book reviews efforts of cognitively-oriented educators, with the objective of translating knowledge into improved practice for the teacher or other expert mediator. The chapters are as follows: (1)

Kelly Hartman Series.
PUB DATE- 95
NOTE- 376p.; This book is part of the "John and Kelly Hartman" series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Academic Achievement; Behavior Patterns; Community Influence; Elementary Secondary Education; *Family Characteristics; *Family Environment; Family Influence; *Family School Relationship; Family Structure; Learning Disabilities; Parent Aspiration; Parent Role; Partnerships in Education; Peer Groups; Peer Relationship; Predictor Variables; Stress Variables; Student Characteristics; Trend Analysis
IDENTIFIERS- Family Resource and Support Programs

The nature of the relationships among contemporary family variables and school achievement is examined in this collection of articles. Divided into two parts, the collection examines related processes and issues. In the first part, the chapters and authors are: (1) "The Family-School Relationships Model" (Bruce A. Ryan and Gerald R. Adams); (2) "Inquiring Into Children's Social Worlds: A Choice of Lenses" (Ellen S. Amatea and Peter A. D. Sherrard); (3) "Parent-Child Interactions and School Achievement" (Diane Scott-Jones); (4) "National Patterns of School and Family Connections in the Middle Grades" (Joyce L. Epstein and Seyong Lee); and (5) "The Impact of Family Environment on Educational Attainment: Do Families Make a Difference?" (Jay D. Teachman, Randal D. Day, and Karent Price Carver). In the second half of the book, the chapters and authors are: (6) "High Achievement, Underachievement, and Learning Disabilities: A Family Systems Model" (Robert-Jay Green); (7) "Children's School Performance: The Roles of Interparental Conflict and Divorce" (Rex Forehand, Lisa Armistead, and Karla Klein); (8) "Truancy, Family Processes, and Interventions" (Jane Corville-Smith); (9) "The Family Resource Center: A Community-Based System of Family Support Services (Robert W. Plant and Patricia A. King); and (10) "Intergenerational Influences on Child Outcomes: Implications for Prevention and Intervention" (Annette U. Rickel and Evvie Becker-Lausen). Contains over 350 references. (AA)

ED 387 227 PS 023 562

Stegelin, Dolores A., Ed.
Early Childhood Education: Policy Issues for the 1990s.
PUB DATE- 92
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- At Risk Persons; Corporate Support; Day Care; Disabilities; *Early Childhood Education; *Educational Policy; *Elementary Education; Federal Legislation; Federal Programs; Infants; *Policy Formation; Preschool Children; *Public Policy; Public Schools; School Districts; *School Policy; State Legislation; State Programs; Toddlers
IDENTIFIERS- Developmentally Appropriate Programs; Perry Preschool Project

Noting the separation of child-related policy makers from practitioners who know best what is good and appropriate for children, this anthology is designed as a guide for child-related policy development. The book's chapters are as follows: (1) "Early Childhood Policy" (Dolores A. Stegelin), providing an historical context and identifying eight important issues

ED 387 244 PS 023 594

Iowa's Shared Vision: Early Childhood.
PUB DATE- Jan 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Early Childhood Education; *Educational Change; Educational Improvement; Educational Innovation; Family School Relationship; Human Services; Parent Participation; Parent School Relationship; *Policy Formation; School Community Relationship; *School Readiness; Social Support Groups; *Young Children
IDENTIFIERS- *Iowa

This is a revised version of a 1990 document which identifies a direction for Iowa early childhood education through the year 2000. The document defines Iowa's shared vision for young children as: to ensure quality early childhood opportunities for all Iowa's young children. This vision is shared through the Iowa Department of Education's efforts to develop a coordinated service delivery system which involves parents, the community, school districts, and government agencies. The shared vision for these programs includes components such as child and family well-being, and school and community readiness. Issues connected to these components include the rising number of women in the workforce and the inappropriate use of standardized tests. Some principles which must guide early childhood programs contending with these and other concerns are: (1) parental involvement is essential to a student's school success; (2) quality early childhood programs require well-trained staff; (3) children learn best when they are healthy and feel safe; and (4) families, broadly defined, are the child's first educational environment. Two additional sections describe the community, regional, state, and federal components which help pursue this vision, and the state and federal funding for these programs. (JW)

ED 387 245 PS 023 595

Parent Involvement in Education: A Resource for Parents, Educators, and Communities.
PUB DATE- Jul 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Organizations; *Educational Resources; *Educational Strategies; Elementary Secondary Education; National Organizations; Parent Attitudes; Parent Education; *Parent Participation; Parents as Teachers; *Parent School Relationship; Parent Workshops; Preschool Education; *Program Development; Teaching Methods; Volunteers

This booklet is designed to help parents, educators, and communities facilitate parent and family involvement in the education of their children. Eight chapters provide: (1) a discussion of the basics of parent involvement, including the benefits of parent involvement, elements common to successful parent involvement programs, and types of parent involvement; (2) strategies for obtaining parents' points of view, assessing

Stopping Family Violence: Steps along the Road = Eliminer la violence familiale: les etapes franches.
PUB DATE- Sep 95
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- *Battered Women; *Child Abuse; Court Litigation; Demography; *Elder Abuse; Family Problems; *Family Violence; Foreign Countries; Intervention; *Prevention; Resource Materials; Rural Areas; Rural Women; Sexual Abuse; Social Services
IDENTIFIERS- Canada

This topical quarterly newsletter issue examines the prevention of family violence, with a specific focus on activities, trends, and research dealing with Canadian families. Four feature articles include: (1) "Stopping Family Violence: Steps Along the Road," in which researchers and social workers discuss the meaning of violence, the struggle to stop it, and the tasks that lie ahead; (2) "The Anguish of Child Abuse: Is Prevention Possible?" (Rix Rogers), which focuses on the identification and prevention of child sexual abuse; (3) "Education the Key to Stop Elder Abuse," which presents an interview with Elizabeth Podnieks, a gerontologist who specializes in the prevention, identification, and treatment of elder abuse; and (4) "Paradise Lost: Violence Against Rural Women" (Wendy Milne), which focuses on the realities of rural life and intervention services in rural areas. Other brief articles and columns address family statistics in Canada, supreme court decisions affecting Canadian families, and information and resources on family violence. (MDM)

ED 387 266 PS 023 638

Malsam, Mary E.
Recall Differences of Elementary Students with Categorized Versus Non-Categorized Word Lists.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classification; Cognitive Processes; Elementary Education; *Elementary School Students; *Recall (Psychology); *Short Term Memory; *Word Lists

This study sought to determine whether categorizing information would increase students' ability to recall that information. Two recall tests, consisting of a list of 30 words in random order and a list of the same 30 words grouped into 6 categories, was developed and administered to 2 groups of 16 fourth- and fifth-grade students enrolled in a recreation program. Students had 1 minute to study the word lists, after which they had 2 minutes to recall and write down the words on the list. The results indicated no significant difference in the recall rate between the students given the random list and those given the categorized list. (MDM)

ED 387 267 PS 023 639

Greaser, Thomas C., Jr.
A Community-Based Volunteer After-School Activity Program Created for Middle School Students.

Merino, Barbara J.
Promoting School Success for Chicanos: The View from Inside the Bilingual Classroom. Chapter 5.
PUB DATE- 93
NOTE- 33p.; In: Chicano School Failure and Success: Research and Policy Agendas for the 1990s; see RC 020 224.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Bilingual Students; *Classroom Research; Elementary Secondary Education; English (Second Language); Immersion Programs; Interaction Process Analysis; Language Dominance; Language of Instruction; *Mexican American Education; Mexican Americans; Program Effectiveness; *Research Needs; *Second Language Instruction; Second Language Learning; Teacher Behavior
IDENTIFIERS- *Chicanos; Hispanic American Students

This chapter describes the nature of bilingual education for Hispanics of Mexican origin (Chicanos), outlines successful and unsuccessful classroom approaches to bilingual education, and proposes a research agenda for the future. Four principal approaches have been used in observational studies of language use in bilingual classrooms, including examining the process in which two languages are used with bilingual children; the relationship of process to context, for example, distribution of language use in different program models; the relationship of process to process, for example, how certain teacher behaviors affect the responses of students; and the relationship of process to product, in which effective teaching behaviors are identified in relationship to language use and their effect in promoting student achievement. Research concerning classroom process with respect to bilingual and second language instruction reveals that the selection of a site and community in which research will be conducted is a critical variable; there are many classrooms for Chicanos that use the label bilingual but do not differ significantly from regular classrooms; border communities function differently from other communities in their expectations for language use outside the classroom; and individual schools vary a great deal in the extent to which they create an atmosphere of positive expectations for achievement. It has been found that effective bilingual classrooms promote a high degree of student involvement, contextualize classroom discourse, and integrate students' culture in the curriculum. Future research should focus on applying traditional and ethnographic techniques concurrently to provide a more complete picture of the classroom and to explore individual ability and attitude and their interaction in a variety of classroom processes. Contains 100 references. (LP)

ED 387 285 RC 020 230

Trueba, Henry T.
From Failure to Success: The Roles of Culture and Cultural Conflict in the Academic Achievement of Chicano Students. Chapter 6.
PUB DATE- 93
NOTE- 15p.; In: Chicano School Failure and Success: Research and Policy Agendas for the 1990s; see RC 020 224.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Cognitive Development; Cultural Context; *Cultural Differences; *Culturally Relevant

Olson, Annette, Ed.
Alternatives to the Peace Corps: A Directory of Third World & U.S. Volunteer Opportunities. Sixth Edition.
PUB DATE- 94
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Activism; *Community Development; Developing Nations; Employment Opportunities; Higher Education; Hunger; *International Programs; *Poverty Programs; Rural Areas; Rural Development; *Social Action; Technical Assistance; Travel; *Voluntary Agencies; *Volunteers
IDENTIFIERS- Peace Corps; Peace Education; *Volunteerism

Some returned Peace Corps volunteers believe that U.S. foreign policy has been more damaging than helpful in the Third World. They question the links between U.S. foreign and military policy and the Peace Corps. This book addresses such questions and brings together resources and information that will help the prospective volunteer find an appropriate placement: one that is supportive of indigenous, community-based development. The first portion of the book deals with identifying and clarifying the motives for volunteering; examines the types of placement, including organized volunteer programs, work exchange programs, and exposure tours; and presents common questions regarding finance, technical skills, affiliation or commitment requirements of church agencies, and possibilities for paid service. The importance of evaluating an organization before signing up is stressed. Approximately 80 organizations are listed that were selected for a common approach to combating poverty, one that emphasizes support of grassroots efforts to empower poor people. Many programs listed involve living and working in rural areas and on small farms, in the United States as well as abroad, and there are organizations that work with Native American communities as well. An index of organizations and lists of related guidebooks, publications on travel and tourism, resources for finding jobs in development, and other "Food First" publications are included. (TD)

ED 387 302 RC 020 293

Nelson, Annabelle
The Learning Wheel: Ideas and Activities for Multicultural and Holistic Lesson Planning.
PUB DATE- 94
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Style; Cross Cultural Training; Cultural Influences; Elementary Secondary Education; *Holistic Approach; Intelligence; Intercultural Communication; Intuition; Learning Activities; *Learning Strategies; Lesson Plans; Models; *Multicultural Education
IDENTIFIERS- *Learning Wheels; *Multiple Intelligences; Teacher Planning

This book describes a conceptual framework for multicultural education that is based on how various cultures lead their assess gifted students' preconceptions of scientific concepts and to use multiple measures in judging students' scientific understanding since task-specific effects are very likely. (Contains 30 references.) (JRH)

ED 387 320 SE 056 584

Dugger, William, Jr.; Yung, J. Eldon
Technology Education Today. Fastback 380.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Science and Society; Science Education; *Technology Education
IDENTIFIERS- *Science Technology Relationship

Technology education is evolving as an essential subject in schools. Because it is a new subject there are varying opinions about what technology education is and where and how it should be taught. This booklet focuses on answering questions related to technology education including those dealing with the relationship between technology and science, the current status of technology education, and the education of future citizens to live in a technological world that is becoming increasingly complex. Chapter titles include: "Technology and Science"; "What is Technology Education"; "A Historical Perspective"; "Three Levels of Technology Education" (awareness of technology, technological literacy, and technological capability); "Technology Education and the Science, Technology, Society Movement"; and "Conclusion." Resources in technology education are listed. (Contains 31 references.) (JRH)

ED 387 321 SE 056 588

Scott, Johanna, Ed.
Science and Language Links: Classroom Implications.
PUB DATE- 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Child Language; *Content Area Reading; Elementary Secondary Education; English (Second Language); Foreign Countries; *Language Role; Reading Ability; Reading Comprehension; *Reading Instruction; Science Activities; Science Education; Textbooks; Writing Ability; *Writing Across the Curriculum
IDENTIFIERS- Australia

The roles that language plays in science learning, the ways that science can be used to develop children's language, and how increased knowledge of language goes hand in hand with the development of scientific ideas provide the key focus for this book. The introduction provides an overview by focusing on what we mean by learning science, what we mean by learning language, using language to learn science, and using science to learn language (5 references). Part 1, "Science and Talking," includes the chapters: (1) "Reflective Quesitons" (David Keystone) and (2) "Second Language Science" (Lyn Turner). Part 2, "Science and Writing," includes the chapters: (3) "Writing in Science" (Jenny Feely) and (4) "Ways of Writing Science"

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; High Schools; *High School Students; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; Path Analysis; *Self Efficacy; *Student Attitudes; *Student Motivation

According to social cognitive theorists, people's judgments of their own capabilities to accomplish specific tasks strongly influence human motivation and behavior. Path analysis was used to test the influence of math self-efficacy and general mental ability on the math problem-solving performance of 329 high school students. A model that also included math anxiety, gender, and math background accounted for 61% of the variance in performance. Ability and self-efficacy had strong direct effects on performance. Ability also had a strong direct effect on self-efficacy, which largely mediated the indirect effect of ability and background on performance. Self-efficacy had a strong direct effect on anxiety, which, in turn, had a weak direct effect on performance. Although girls and boys did not differ in ability, self-efficacy, or performance, girls reported higher anxiety. Most students were overconfident about their mathematics capability. Results support the hypothesized role of self-efficacy in Bandura's (1986) social cognitive theory. Contains 51 references. (Author/MKR)

ED 387 343 SE 056 788

Frid, Sandra; White, Loren
Secondary School Mathematics in Perspective: Conceptions of its Nature and Relevance.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; High Schools; *High School Students; *Mathematics Education; *Mathematics Teachers; *Secondary School Mathematics; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Australia

This study investigated the nature of secondary school students' and teachers' conceptions of what mathematics is, the purposes of school mathematics, and the outcomes of school mathematics. Interviews were conducted with a sample of grades 10, 11, and 12 students (n=40), teachers (n=19), counselors (n=2), and administrators (n=2) from a large government secondary school and an independent girls' school in the metropolitan area of a large Australian city. Analysis of the interview data revealed many students and teachers held broad views of the content or discipline of mathematics, while their interpretations of mathematics within a wider sociocultural context reflected additional, influential, personally and socially derived factors. Four main interwoven and overlapping factors were identified: social status of mathematics, utility of mathematics, career aspirations, and interest or disinterest in mathematics. The existence of these factors indicates that what it means to 'understand' mathematics is related to both a context and an individual's interpretation of a context. Thus, findings indicate that what mathematics education researchers

Educational Perspective on Travellers," offers an overview with distinctions made between the people collectively known as Travellers into Scottish and Irish Travellers, New Travellers, Showmen, and the group on which the research is focused, the Gypsies. Chapter 2, "The Local Scene and the ex-Head Teacher," gives perspectives of a local resident on the Travellers and settled communities, the ex-Head of the Junior School, and the coordinator of the Traveller Education Service. Chapter 3, "The New Head Teacher and Some Staff at Haynes Junior School," goes inside the school and details new policy and staff attitudes. Chapter 4, "Some Children and Staff at Haynes Junior School," describes some children's experience and its varied interpretations, as well as how teachers, children, and families view this experience. Chapter 5, "Conclusion," summarizes the research and offers some tentative conclusions. Chapter 6, "Reflections upon the Conduct of the Research," examines how the research was done and also upon the topics of racism, subjectivity, and bias. A 50-item bibliography is included. (EH)

ED 387 364 SO 024 644

Education in Asia and the Pacific: Reviews, Reports and Notes. Number 26, 1989-1990.
PUB DATE- 92
NOTE- 134p.; For Reviews, Reports and Notes Number 25, see ED 320 743.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adult Basic Education; Developing Nations; Educational Change; *Educational Development; *Educational Improvement; Educational Innovation; Elementary Education; Foreign Countries; Literacy; Literacy Education; *World Affairs; *World Problems
IDENTIFIERS- *Asia; *Pacific Region

This booklet contains a special report on AIDS prevention education, together with reviews and reports of recent documents selected from the collection of the United Nations Educational, Scientific, and Cultural Organization, Principal Regional Office for Asia and the Pacific. Divided into five parts, part 1, "Reports," contains the essay "AIDS Education and the School Curriculum: The Challenge for the '90s." Part 2, "Reviews of Recent Publications," includes: (1) "Training Literacy Personnel"; (2) "Teachers: Agents of Quality Education"; (3) "Effects of Economic Recession on Universal Primary Education"; (4) "Multiple Shift Schooling: Pros and Cons"; (5) "Reviewing Educational Reforms in Asia"; (6) "Adult Education in Thailand"; (7) "Improving Primary Education"; (8) "Educate or Perish"; (9) "Services Students with Visual Impairment Receive"; (10) "From Literacy to Education for All"; (11) "Learning Strategies for Post-Literacy and Continuing Education"; (12) "Status of Educational Research in Southeast Asia"; (13) "Effects of Decentralized Educational Decision-Making on the Curriculum"; (14) "Stimulating Development of a Child"; and (15) "Improve Quality of Workforce." Parts 3-5 contain annotations on Asia/Pacific documents, sources and addresses of documents reviewed in this issue and a list of recent publications (supplement to list of publications, 1991). (EH)

ED 387 365 SO 024 746

"Mexico in Transition." Curriculum Units.

Higher Education; International Relations; Non Western Civilization; *Political Divisions (Geographic); Social Studies; World Affairs; World History
IDENTIFIERS- *Africa (South)

This paper briefly describes the historical development of the Southern African Development Coordination Conference (SADCC) from its roots in 1980 and examines the work of the Southern African Development Community (SADC) today. The objectives of the SADCC are listed from the 1980 declaration and the achievement of those objectives are assessed. The implications of those objectives for education are analyzed, although the objectives make no direct reference to education. As the human rights agenda formally emerged, education came into the formula. Discussion of problems related to the emergence of educational policies include: (1) the lack of some highly qualified personnel needed for educational development in some areas; (2) the possibility of poaching of qualified personnel from member states; (3) the dissatisfaction with conditions of service by some personnel in some states; (4) weak currencies in some countries which could be exploited to attract the best and most experienced staff from institutions; and (5) the incoming of free South Africa seemingly in dire need for experienced academics. Implications of this "brain drain" are explored. (EH)

ED 387 385 SO 025 224

Richardson, Maurine V.; And Others
Children's Literature from Northeastern Asia.
PUB DATE- May 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Area Studies; Asian History; Asian Studies; *Childrens Literature; *Chinese Culture; Cultural Awareness; Cultural Background; Cultural Enrichment; Culture; Elementary Education; Foreign Countries; Foreign Culture; *Global Education; Interdisciplinary Approach; *Korean Culture; *Multicultural Education; Non Western Civilization; Reading Materials; Resource Materials
IDENTIFIERS- China; *Japanese Culture; Korea

This paper presents an overview of three countries, China, Japan, and Korea, in the northeastern Asia region and provides a bibliography of children's literature from the area in the appendix. The document advocates that the global interdependence of societies necessitates an understanding of the cultures with which people must interrelate. Ramirez and Ramirez's (1994) suggestions for selection of classroom literature includes consideration of the following factors: (1) the general accuracy of the story line; (2) lack of stereotypes; (3) use of appropriate language rather than derogatory slang; (4) accurate perspective of the author; and (5) story line and illustrations that are current in fact and interpretation of children's literature. (EH)

ED 387 386 SO 025 225

Orellana, Marjorie Faulstich
Literacy as a Gendered Social Practice in Two Bilingual Classrooms.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8,

District CA; *Service Learning

This paper explores the implications of an effort to promote service learning in two middle schools in the Palo Alto (California) Unified School District. The schools are grades six through eight with about 1,000 students in each. The paper describes seven service efforts and then analyzes the costs and benefits of these projects. The study concludes with some reflections on why service learning is a difficult reform to implement, makes recommendations for practitioners, and suggests considerations for policy makers who are considering implementing service learning in their communities. (EH)

ED 387 406 SO 025 303

Yeager, Elizabeth Anne; Davis, O. L., Jr.
Teaching the "Knowing How" of History: Classroom Teachers' Thinking about Historical Texts. Draft.
PUB DATE- Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *History Instruction; *History Textbooks; Knowledge Base for Teaching; Secondary Education; *Teacher Attitudes; Teacher Characteristics; Teacher Education; *Teacher Qualifications; Teaching Experience; *Textbooks

This paper builds upon previous research into the history classroom and explores the following questions: (1) How do teachers read and interpret historical texts? (2) How do they construct a "truthful" historical account from analysis of various sources? (3) How do they approach an epistemology of history? (4) How do teachers prepare for the teaching of history; (5) To what extent do various historical sources determine their approach to history teaching; and (6) How can teachers most effectively prepare for instilling historical thinking in their students? Three secondary school history teachers, selected from the general pool in the local public school district in Texas, provided data for this exploratory study. The teachers revealed divergent interpretations of the discipline of history and its ways of knowing, as manifested specifically through the reading and analysis of historical texts. Though not the focus of this study, the strikingly divergent range and quality of these three teachers' inservice and preservice education in history suggest a closer look at the role of such experiences in the development of teachers' historical thinking. Much research suggests that the teaching of historical thinking is a viable context for students' learning. Contains 37 references. (EH)

ED 387 407 SO 025 313

White, Barbara Jo
The World Map Project: Map-making Procedures for Primary School Educators.
PUB DATE- Jul 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cartography; Elementary Secondary Education;

IDENTIFIERS- *Austria

This booklet provides a brief description of secondary education in Austria. The publication is part of a series that seeks to make the public aware of the education systems and traditions in all signatory states to the European Cultural Convention and to outline the essential problems these systems presently are facing. This short booklet contains twelve sections. Part 1, "The Societal and Political Context," contains: (1) "What is Secondary Education?" (2) "Administrative Organisation"; (3) "Recent Developments"; and (4) "Diagram of the Educational System." Part 2, "The Process of Policy-making and Innovation," includes: (1) "Decision-makers"; and (2) "Support Services." Part 3, "Financing and Budgeting," focuses on: (1) "Funding Bodies"; (2) "Costs Incurred by Parents"; and (3) "Statistical Data." Part 4, "School and Society," examines: (1) "The World at Large"; and (2) "Parents." Part 5, "Administration and Organisation," contains: (1) "Streams and Options"; (2) "University Access"; (3) "Grade-to-Grade Promotion"; and (4) "Special Groups." Part 6, "The School as an Organisation and as a Community," examines: (1) "School Rules"; (2) "Deviant Behaviour, Absenteeism and Truancy; (3) "Extracurricular Activities, Social Relations"; and (4) Work by Pupils." Part 7, "The Curriculum," focuses on: (1) "Formal Parameters"; (2) "Sample Timetables"; (3) "Syllabuses"; (4) "Religion"; and (5) "Curricular Trends." Part 8, "Evaluation and Assessment," examines: (1) "Pupil Assessment"; (2) "System Evaluation and the Inspectorate"; and (3) "Assessment of Teachers." Part 9, "School Staff," includes: (1) "Senior Staff"; (2) "Teacher Training and Recruitment"; (3) "Stages in a Teacher's Career"; (4) "Teachers' Duties"; (5) "Teachers' Salaries"; and (6) "Other Staff." Part 10, "The European Dimension," includes: (1) "Curricular Provisions"; and (2) "Extracurricular Activities." Part 11, "Efficiency and Performance Statistics," contains: (1) "Enrollment"; (2) "Graduates with the Right to University Access"; (3) "Percentages of Repeaters/Drop-outs"; (4) "Admissions to Higher Education"; (5) "Proportion of 15-Year-Olds Neither in Full-Time Schools Nor in the Dual System"; and (6) "Unemployment Rates." Part 12 examines "Challenges, Problems, and Prospects." (EH)

ED 387 429   SO 025 390

Jonen, Gerdi
Secondary Education in Germany.
PUB DATE- 95
NOTE- 79p.; This is one in the series "Guide to Secondary Education in Europe," as part of the project "A Secondary Education for Europe." For related items, see SO 025 387-391. French edition available.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; *Educational Assessment; *Educational Planning; Foreign Countries; Foreign Culture; International Education; National Programs; Program Effectiveness; Program Evaluation; Public Policy; *Secondary Education
IDENTIFIERS- *Germany

This booklet provides a brief description of secondary education in Germany. The publication is part of a series that seeks to make the public aware of the education systems and traditions in all signatory states to the European Cultural Convention and to outline the essential problems these systems presently are

Laboratory Experiments; *Motor Development; *Perceptual Motor Learning; Questioning Techniques; Scientific Methodology; Teaching Methods; Thinking Skills
IDENTIFIERS- *Authentic Assessment

This study explored the application of authentic discovery laboratory techniques in the teaching of motor learning with 35 undergraduate students. Students received either the traditional theory driven protocol during the laboratory component of a required motor learning class or were asked to complete the laboratory component utilizing "consider" questions and observation notes typical of authentic discovery style investigations. Data analysis demonstrated that students in the authentic discovery laboratory environment scored higher on laboratory report writing and, to some extent, course examinations than did students in the traditional laboratory environment. (Contains 14 references.) (DB)

ED 387 448 SP 036 202

Schmitz, Cecilia M.; Gray, Richard A.
Smoking: The Health Consequences of Tobacco Use. An Annotated Bibliography with Analytical Introduction. Science and Social Responsibility Series, No. 2.
PUB DATE- 95
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Annotated Bibliographies; Birth Rate; Cancer; Cardiovascular System; Children; Diseases; *Drug Addiction; Elementary Secondary Education; Females; *Health Education; Nutrition; *Physical Health; Pregnancy; Psychology; *Smoking; Tobacco
IDENTIFIERS- Environmental Tobacco Smoke; Fertility; Lung Diseases; Respiratory Diseases; Smokeless Tobacco; Smoking Cessation

This volume contains an extensive introduction to the health consequences of tobacco use and extended annotations of the most important English-language monographs and articles to appear on the subject in the 1980s and 1990s arranged in classified order under select headings. The introductory analytical essay by Richard A. Gray covers: early and recent history of research, findings of a 1979 report on smoking and disease, other diseases as complications, smoking and industrial toxins, and a description of the bibliography. The bibliography covers 106 books and articles published between 1980 and 1994 with most appearing between 1990 and 1994, as well as the surgeon general's reports published from 1979 through 1985. The annotations are grouped under the following topics: addiction; cancer; cardiovascular diseases; chronic obstructive lung diseases; women, smoking, and pregnancy; tobacco-related diseases, weight gain, and smokeless tobacco; nutrition and environmental tobacco smoke; children, adolescents, and smoking (including smoking prevention programs, research on adolescent smoking, and cigarette advertising and young smokers); psychology and fertility; smoking career; and smoking cessation. Includes author and title indexes. (JB)

ED 387 449 SP 036 205

Pigg, R. Morgan, Jr., Ed.
Ethical Issues of Scientific Inquiry in Health Science Education.
PUB DATE- Dec 94

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Bachelors Degrees; *College Transfer Students; Community Colleges; Educational Attainment; Higher Education; *Institutional Research; *Minority Groups; Predictor Variables; Regression (Statistics); Statistical Analysis; Universities
IDENTIFIERS- *AIR Forum; *Time to Degree

The academic progress of minority and nonminority community college transfer students toward baccalaureate degree completion was studied using term-by-term longitudinal files. The study sample consisted of 1,179 students entering community college in fall 1985 as first-time students and transferring to the university by 1991, and 990 students entering the university in 1985 as first-time students. Logistic regression analyses identified factors among sets of student-oriented, institution-oriented, enrollment-related, and transfer-related variables that had significant impacts on degree completion for the community college entering cohort. Cohort analyses indicated initial enrollment at the community college lessened the probability of graduating within a reasonable amount of time, particularly for minority students. The probability of degree completion for both minority and nonminority transfer students was enhanced by having a greater percentage of credits accepted, remaining in good academic standing at the university, enrolling full-time, and maintaining continuous enrollment. Findings from this study have implications for academic advising and counseling at the community college as well as admissions and competency policies for transfer students at the university. (Contains 67 references.) (SW)

ED 387 003 HE 028 584

Rosmalen, C. M. van
A Revolution in Regional Networking: Linking the Knowledge. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Cooperative Programs; *Coordination; Epistemology; Foreign Countries; Higher Education; Innovation; Institutional Mission; *Institutional Research; *Networks; *Regional Cooperation; *School Business Relationship; Technology Transfer
IDENTIFIERS- *AIR Forum; State University of Utrecht (Netherlands)

Regional networking and knowledge transfer are considered with a focus on partnerships between business and higher education institutions, conditions for successful strategic allegiances, and the consequences of networking for the higher education mission. The experiences of Utrecht University (the Netherlands) are used to illustrate how a higher education institution can anticipate new societal developments. Linear models and the interactive model for innovation are reviewed as frameworks for understanding the knowledge infrastructure. In addition to beginning with a long-term objective, strategic alliances need to have parallel strategies and must respect each other's mission. A region can either be local or crossing in the international scientific and educational community. It is based on interviews with 46 scientists and scholars born in China, Hong Kong, India, Japan, South Korea, and Taiwan. Nine chapters focus on: (1) Asian scholars in the international scientific community; (2) Asian scholars' motivation for studying abroad; (3) migration of Asian academics to the United States; (4) the scientific networks of Asian scholars with their countries of origin; (5) the American academic job market for Asian scholars; (6) Asian scholars' involvement in research and teaching; (7) tenure and administration; (8) Asian scholars' perceptions of their role in U.S. higher education; and (9) the changing nature of the international scientific community. (Contains approximately 200 references.) (MDM)

ED 387 021 HE 028 602

Kedney, Bob, Ed.
Value for Money Case Studies. Mendip Papers.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *College Administration; Cost Effectiveness; *Economic Research; Educational Facilities; Educational Finance; Foreign Countries; Higher Education; Long Range Planning; Policy Formation; Postsecondary Education; School Policy; Space Utilization; Strategic Planning
IDENTIFIERS- Cambridge Regional College (England); *Financial Analysis; Hinckley College of Further Education (England); Woolwich College (England)

In response to a shift from the management of curriculum to the management of scarce resources to deliver a changing curriculum, this paper brings together three "value for money" case studies in college administration. The papers identify three levels of activity, ranging from the one-time opportunity for good housekeeping through tactical maneuvers to strategic shifts which are planned and implemented over time. The first case study, "Informing College Thinking: Using Financial Analysis" (Roger Crossley), shows how Hinckley College (England) has been examining its financial base and seeking comparative data from six similar institutions in order to identify relationships between services and costs. The second case study is "Technician Establishment Review" (Bob Kedney and Andy Lightbown, a report of a review of the technician establishment at Woolwich College (England). The review examined the overall numbers and the distribution of posts in the 1993/94 academic year against the background of history and the initiatives set out in the college strategic plan. The third case study, "Space Watching: The Real Time Count" (Trevor Daff), focuses on the costs associated with the buildings at Cambridge Regional College (England). The institution is undertaking a major capital project which radically restructures its facilities. The case studies illustrate ways in which the mantle of incorporation has enabled college managers to take greater responsibility for determining change. (JB)

ED 387 022 HE 028 603

Tipper, Malcolm
FEFC Inspection and the Role of the Internal Nominee. Mendip Papers.
PUB DATE- 95

education leaders of the Cold War period influenced higher education campuses during that period. The study concludes that in many cases where faculty appointments were threatened by charges of political deviancy, it was higher administrators who failed to resist political pressures, compromised academic freedom and so brought the Cold War to campuses. Ten chapters cover: (1) the political and historical context; (2) the focus of this study--126 cases at 58 institutions of higher education between 1947 and 1956 where the appointments of faculty members were threatened because of the concern of academic authorities about alleged radical political beliefs or behavior; (3) cases that occurred because individuals testified before governmental bodies and so drew attention to themselves on their campuses; (4) institutional responses; (5) the charges; (6) the institutional committees that held proceedings; (7) rights and obligations between faculty and institutions; (8) the severe negative consequences for faculty who were the subject of inquiries; and (9) administrative actions. Chapter 10 reflects upon what this period reveals about the balance of power in American colleges and universities then and perhaps now. Extensive appendixes detail study methodology; provide examples of congressional testimony, meeting minutes, and formal charges; report a committee action in the case of junior faculty; and present an edited transcript of a hearing at a private university, three views of non-cooperation, and excerpts of a committee report. An index is provided. (Individual chapters contains references.) (JB)

ED 387 040 HE 028 621

Cabal, Alfonso Borrero
The University as an Institution Today: Topics for Reflection.
PUB DATE- 93
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrative Organization; *College Administration; *College Role; Educational History; Educational Theories; Foreign Countries; Futures (of Society); Higher Education; Institutional Mission; International Education; School Community Relationship; *Universities
IDENTIFIERS- International Development Research Centre ON; UNESCO

This volume interweaves the themes of history, theory, and administration in probing the fundamentals of the university ideal and the global role of higher education in society today. It uses the results of a series of meetings held by the International Development Research Centre (IDRC) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). After highlighting university history, Part 1 deals with administration in terms of internal institutional organization and the external outward-projecting idea of service. This section presents the theory concerning the university's mission, functions, and roles. Part 2 deals with the administration and internal organization of the university and discusses structures, particularly the academic structure needed to organize human resources such as directors, professors, students and support personnel, and material resources. Part 3 deals with administration as service to society by building a culture, the profession of administration, the university extension services, and the relations linking the university to the international and

*Educational Finance; Ethnic Groups; *Higher Education; *Institutional Characteristics; Minority Groups; State Norms; Student Characteristics; Teacher Characteristics
IDENTIFIERS- Almanac; *State Characteristics

This overview of higher education in the United States is organized into two main sections, respectively headed "The Nation" and "The States." The section on national issues opens with summary statistics on higher education enrollment, expenditures, attainment, and demographics, followed by key data displayed in map form. It then lists nine key issues affecting higher education and their status in each of the 50 states. This is followed by data on student test scores, enrollment, and student characteristics, along with faculty and staff salaries, attitudes, activities, recruiting, and characteristics. Institutions and institutional resources are then examined, including endowments, voluntary support, financial trends, tuition, costs, library holdings, and administrator attitudes. The 1995 edition also includes a special international section that provides details on faculty attitudes and characteristics in 13 countries and Hong Kong. The bulk of the volume addresses state issues, providing a detailed profile of higher education in each of the 50 states and the District of Columbia, including data on demographics, political leadership, colleges and universities, faculty and students, educational finance, and current educational issues. Data sources are provided, as well as a table showing the distribution of enrollment by racial and ethnic groups for over 3,300 colleges and universities in 1992. (MDM)

ED 387 060 HE 028 642

Gordon, Virginia N.
The Undecided College Student: An Academic and Career Advising Challenge. Second Edition.
PUB DATE- 95
NOTE- 146p.; For previous edition, see ED 261 639.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Academic Aspiration; *Career Counseling; *College Students; *Counseling Techniques; Counselor Training; *Decision Making; Delivery Systems; Faculty Advisers; Higher Education; Individualized Programs; Models; *Nonmajors; Occupational Aspiration; Program Evaluation
IDENTIFIERS- Program Objectives; *Undecided Students

This book presents techniques for helping undecided college students set and implement educational and career goals, focusing on a developmental advising approach and career development concepts. Chapter 1 addresses the origins of indecision, the characteristics of undecided students, and program interventions. Chapter 2 focuses on administrative models and scope of services, while chapter 3 discusses the types of undecided students, such as entering first-year students, major-changers, undecided upperclass students, and special categories of undecided students. Chapter 4 explains the developmental advising approach for undecided students, while chapter 5 outlines the methods and techniques of this model. Chapter 6 highlights model programs for undecided students. Several sample student surveys are included. (Each chapter contains a reference list.) (MDM) the same work. Poverty, social insecurity, and conflicts are predicted, with serious consequences for women. Suggestions include the need for the retraining and continuing education of women in the areas of technology, foreign languages, assertive behavior, and enterprise. (Author/AEF)

ED 387 078 IR 017 037

Urban Libraries Council Frequent Fast Facts Survey: Fund Raising and Financial Development Survey Results.
PUB DATE- Dec 93
NOTE- 459p.; Reprints of the survey questionnaires contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Endowment Funds; *Fund Raising; Library Administration; *Library Development; *Library Funding; *Library Policy; *Library Surveys; Philanthropic Foundations; Private Sector; Questionnaires; Urban Areas
IDENTIFIERS- *Urban Libraries

This survey documents activities of Urban Libraries Council member libraries in the areas of fund raising and financial development, and gathers examples of library bylaws, policies on the use of private and general funds money, and policies on gifts. Questionnaires were sent to 89 member libraries in September 1993, and 63 were returned. Findings indicate that 59 percent of the responding libraries have endowments, 44 percent have foundations, 92 percent have Friends groups, and 75 percent are actively engaged in raising funds from the private sector. The fund raising is done by 85 percent of the library directors, 47 percent of the boards of trustees, 45 percent of the foundation boards, and 75 percent of the Friends groups. A list of library foundation contacts and Friends of the Library contacts is provided and the completed surveys of responding libraries are included. Appendices contain selected libraries' foundation bylaws, policies on use of private funds and general funds, and policies on gifts. (AEF)

ED 387 079 IR 017 123

Britton, Steven M.
Mobile Technology Education Laboratory: An Alternative for Elementary Technology Education in a Restructuring School District in Central California.
PUB DATE- May 92
NOTE- 32p.; Master's Research Paper, California State University, Fresno.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Technology; Elementary Education; Laboratory Equipment; *Mobile Laboratories; Program Implementation; Technological Literacy

The purpose of this study was to explore what options exist for a school district that has chosen to implement or reinforce an elementary technology education program. The option selected was a mobile technology education laboratory. A mobile laboratory can offer the advantages of financial flexibility, currentness, ability to serve a large audience and to facilitate experimentation with alternative models, and the ability of one lab to be used at various school sites. Included hypermedia learning environments, as well as for observing learners' information processing. Results from inquiries that have employed these approaches are discussed, and their potential to affect the study of learners" cognitive processes is reviewed. Information is also provided on cognitive information processing and knowledge construction. Three tables illustrate concepts. (Contains 19 references.) (MAS)

ED 387 097 IR 017 314

Gibbs, William J.; Lario-Gibbs, Annette M.
TestMaker: A Computer-Based Test Development Tool.
PUB DATE- 95
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Computer Assisted Testing; Computer Software; Computer Uses in Education; Educational Needs; Higher Education; *Instructional Development; Teacher Made Tests; *Test Construction; Thinking Skills
IDENTIFIERS- HyperCard; Prototypes; TestMaker

This paper discusses a computer-based prototype called TestMaker that enables educators to create computer-based tests. Given the functional needs of faculty, the host of research implications computer technology has for assessment, and current educational perspectives such as constructivism and their impact on testing, the purposes for developing TestMaker were: (1) to create a test development module that provides instruction on test creation to meet an expressed need of faculty; (2) to create a computer-based test development tool that facilitates easy test creation; (3) to create an experimental tool that helps examine computer-based testing processes; and (4) to develop a computer-based module that incorporates testing strategies aimed at facilitating higher-order learning. TestMaker was designed in HyperCard, and consists of three main components--a test creation module, an advisement module, and a test module. The three modules are examined in detail. Strategies for creating interaction during testing are also reviewed. Two figures illustrate screen displays for the advisement and test creation modules. (Contains eight references.) (MAS)

ED 387 098 IR 017 315

Hallman, Thomas L.
Getting Everyone into the Tent (Even if It Takes a Big Top!).
PUB DATE- 95
NOTE- 5p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *Administrative Policy; College Administration; Higher Education; *Institutional Role; Participative Decision Making; Services
IDENTIFIERS- *Computer Services; University of South Carolina

PUB DATE- 95
NOTE- 23p.; Paper presented for the Annual Conference of the International Communication Association Instructional and Developmental Communication Division (45th, Albuquerque, NM, May 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Distance Education; Educational Media; Educational Technology; *Graduate Study; Higher Education; *Telecommunications; Teleconferencing
IDENTIFIERS- *Role of Technology

While researchers have studied the impact of technologies on primary, secondary, and higher education, this study asks, "What are the relationships between types of graduate education and the role of communication technology?" The purpose of this paper is to synthesize the current communication issues for distance education at the post-baccalaureate level in order to facilitate decision making by educators and policy makers on this evolving topic. It was found that subject matter is a determining factor in whether a course is offered at a distance and how it is supported by communication techniques. Most graduate-level programs available at a distance are professional rather than research-oriented. The critical components of post-baccalaureate education include: supervision of research, access to a library, and face-to-face interaction with faculty and peers. The most common media chosen to support these functions include: video and audio teleconferencing, computer-mediated communication, and text-based materials. Ultimately, the most pressing issues surrounding graduate distance education center around the role of dialogue versus transmission of knowledge. These communications issues are not unique to distance education. However, they appear to be moving to the forefront as technology forces an examination of pedagogical assumptions. (Contains 31 references.) (Author)

ED 387 119 IR 017 346

Hebenstreit, Jacques; And Others
Education and Informatics Worldwide: The State of the Art and Beyond.
PUB DATE- 92
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; *Education; Educational Technology; Global Approach; Information Industry; *Information Science; *International Cooperation
IDENTIFIERS- UNESCO

This book has its origins in the deliberations of the international congress on "Education and Informatics; Strengthening International Co-operation," organized in 1989 by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to draw up recommendations to the Director-General of UNESCO and the international community on the use of computers in improving educational processes and systems, and on international cooperation to secure these objectives. The book is organized around five themes: Present Situation and Objectives; Strategies; Cooperation with Industry; Applications; and Processes. The five chapters include: "Where Are We and How Did We Get There?" (Jacques

Pathfinder for Women's History Research in the National Archives and Records Administration Library. Pathfinders: Guides to Research in NARA Library Resources, Number 1, Pathfinder Series.
PUB DATE- Aug 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; History; *Library Collections; *Library Materials; Womens Studies
IDENTIFIERS- *National Archives and Records Administration; *Womens History

The subdiscipline of women's history began in the 1960s. Both the feminist movement and the new study of social history contributed to the development of women's history. Because of these connections, women's history generally expounds a certain political viewpoint and focuses on a specific type of history. The women's history collection in the library of the National Archives and Records Administration (NARA) is small and concentrates on works that are relevant to NARA's record holdings. This pathfinder to 125 documents is organized into seven categories: bibliographies; reference works/biographical sources; journals; collections of primary materials; monographs and anthologies; archival research; and guides to archives. Monographs and anthologies are further subdivided thematically. The themes are: overviews; African-American women; family and children; revolutionary women; suffrage; temperance; theory; women and labor; women and reform; women and society; women and war; and women and the West. Some of the major themes and problems in women's history are conveyed through the descriptions of works. Each entry includes: author; title; publisher information; a short description/summary of the document; and Library of Congress call number. (MAS)

ED 387 138 IR 055 665

George, Gerald
"Difficult Choices": How Can Scholars Help Save Endangered Research Resources? A Report to the Commission on Preservation and Access.
PUB DATE- Aug 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Advisory Committees; Archives; *Intellectual Disciplines; *Library Materials; *Preservation; Selection Tools
IDENTIFIERS- *Commission on Preservation and Access; Digitizing

This report caps an 8-year initiative that has had as its goal the recruitment and formation of scholarly committees to investigate the state of decay and preservation of collections within their separate disciplines. The Commission began to investigate strategies for preservation selection in 1988. By 1995, the Commission had worked with scholars in six fields, forming scholarly advisory committees in history, art history, medieval studies, modern languages, and literature, philosophy, and Renaissance studies. Scholars in additional fields, including some of the sciences, have also been included through an interdisciplinary task force on the special problems for preserving research materials containing texts linked with images. At least two broad themes emerge in this report: the understandable reluctance of scholars to make choices because of the unpredictability of research needs, and the advisability

*Participant Satisfaction; Program Effectiveness; *Student Attitudes; *Student Characteristics; Student Surveys; Two Year Colleges; *Two Year College Students; *Weekend Programs
IDENTIFIERS- John Tyler Community College VA

The Weekend College (WEC) at Virginia's John Tyler Community College (JTCC) is an 8-week program offering classes every other weekend as well as student-directed learning activities outside the classroom. The program was begun in spring 1995, offering 9 courses and enrolling 152 students. To judge the effectiveness of the WEC, data were collected from student records, final course grades, and responses from 115 students to a survey distributed in the last class period. Results of the assessment included the following: (1) 80% of the students were female, 73% were white, 24% were black, and two-thirds were first-generation college students; (2) 20% of the students were new to JTCC, while 16% had returned after an absence of 3 or more semesters; (3) 38% were enrolled in arts and sciences for transfer programs, 18% in business management programs, and approximately one-quarter in non-curricular programs; (4) the most common reason cited for enrolling in the WEC program was that the classes fit the students' schedules; (5) the quality of instruction was rated as excellent or very good by 91%, compared to similar ratings by 75% for the quality of service of the WEC office and 62% for the quality of WEC offerings; (6) 88% indicated that they would recommend the program to a friend; and (7) 43% of the WEC students received A's, compared to 35% of JTCC's traditional students. (WEC eligibility requirements, the survey instrument, and student comments are appended.) (KP)

ED 387 157　　　　JC 950 459

UCCSN Student Financial Aid Study, 1992-1993.
PUB DATE- Mar 94
NOTE- 37p.; For the 1991-92 study, see ED 365 390.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Assistantships; College Students; Community Colleges; Comparative Analysis; *Educational Finance; Federal Aid; Financial Support; *Grants; Higher Education; Private Financial Support; *Scholarship Funds; State Aid; *State Colleges; State Universities; Student Employment; *Student Financial Aid; *Student Loan Programs; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- *University and Community College System of Nevada

To gather data on trends in financial aid, the University and Community College System of Nevada (UCCSN) conducted a study of aid awarded to students in 1992-93 and compared findings to data from previous years. Study findings revealed the following: (1) financial aid awards to UCCSN students totaled $51,301,498, an increase of 17.8% from 1991-92; (2) of the $51 million awarded, $29,517,514 (58%) was federal assistance, $12,315,554 (24%) was state assistance, $9,059,209 (18%) was from private sources, and $409,221 (1%) was institutional assistance; (3) $8,093,340 of the 1992-93 aid was in the form of student employment, including graduate assistant wages; (4) the 4 community colleges in the system expended $6,110,429 in student financial assistance, of which federal assistance comprised $5,101,303 (83%), state aid comprised $647,599 (10%), private aid accounted for $290,467 (5%), and institutional assistance totaled $71,060 (1%); (5) the two universities in the UCCSN expended a total of $45,191,069 in student financial sensitive to different communication styles; (5) community participation and input, resulting in new community television programing; (6) counseling, with peer counselors now being trained to respond to diverse personal and academic concerns; (7) assessment and testing procedures and instructional materials to eliminate bias; (8) the general education curriculum courses to address issues of race, ethnicity, and gender; and (9) the attitudes of college staff to increase awareness of issues of cultural diversity. (KP)

ED 387 174 JC 950 476

Harris, Zelema M.
Leadership for Creating Community within Institutions.
PUB DATE- 25 Apr 95
NOTE- 9p.; Paper presented at the Annual Convention of the American Association of Community Colleges (75th, Minneapolis, MN, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Community Colleges; *Cultural Pluralism; Diversity (Institutional); Information Skills; Information Utilization; *Leadership Qualities; *Leadership Responsibility; *Organizational Climate; *Organizational Development; Participative Decision Making; Two Year Colleges

Community college leaders are responsible for creating an institutional climate that is supportive, nurturing, collaborative, integrative, empowering, and inclusive. In providing leadership, it is important to remember that collective wisdom can take a college much farther than operating according to one person's ideal. In managing a multifaceted organization like a college, it is important to remember the community-building power of information. At Parkland College, in Illinois, information has often helped to create order. For example, a child development center was developed when staff learned of children being left around the college while their parents attended classes. Similarly, a Center for Excellence in Teaching and Learning was developed to develop new faculty when the college realized that a large number of faculty were nearing retirement. Other examples include international education efforts stemming from faculty recognition of the global marketplace and the making of budget decisions based on recommendations from a planning committee composed of representatives from every employee group. Community can be created at a college, not through rules, but through information that shapes beliefs and assumptions. At Parkland, assumptions regarding creating community include the following: (1) institutional climate will only change with impetus from the top; (2) quality and community flourish in an environment of trust; (3) hierarchical models of management do not work; and (4) before people can feel a sense of ownership, they must feel included. (KP)

ED 387 175 JC 950 477

Leite, Pedro T.
A Longitudinal Study of Microcomputer Usage at the Community College Level in Kansas, Spring/94.
PUB DATE- Oct 94
NOTE- 11p.; Paper presented at the Annual Kansas Association of Community Colleges' Professional Conference (24th, Wichita, KS,

collective bargaining. Appendixes provide a list of college participants and a description of the Delphi process used to identify the agenda items. (KP)

ED 387 191 JC 950 495

Boughan, Karl; Clagett, Craig A.
A Student Outcomes Typology for Community Colleges: Identifying Achievers with Longitudinal Cohort Analysis.
PUB DATE- 30 Oct 95
NOTE- 16p.; Paper presented at the Annual Conference of the North East Association for Institutional Research (22nd, Burlington, VA, October 30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cohort Analysis; Community Colleges; Longitudinal Studies; *Outcomes of Education; *Predictor Variables; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Prince Georges Community College MD

A study was conducted by Prince George's Community College, in Maryland, to determine outcomes after 4 years for the 2,643 first-time students who entered the college in fall 1990. The analysis was based on an outcomes typology developed at the college which defines outcomes as award and transfer; transfer without an award; award without transfer; sophomore status with at least a 2.0 grade point average (GPA); achievers (i.e., a summary of the preceding four categories); still enrolled; dropouts; or other special motive students. Outcomes for the fall 1990 cohort were then determined by ethnicity, gender, attendance patterns, the need for developmental education, and academic characteristics. Study results included the following: (1) for the 2,387 of fall 1990 degree-seeking students, 28% were categorized as achievers after 4 years, with 137 earning a degree, 214 transferring, and 314 achieving sophomores status; (2) Asian-Americans, White-Americans, and international students reached achiever status at higher rates than African-American and Hispanic-American students; (3) 54% of the students who attended their first 3 terms attained achiever status, compared to 22% of those who attended 3 or more terms but did not enroll in all of the first three major terms and 4% of those who attended 1 or 2 terms; (4) only 11% of the students who needed remediation in mathematics and at least one other area were classified as achievers, compared to 44% of students who needed no remediation; and (5) two important factors related to attaining achiever status were enrolling in any summer session and any change of major. (KP)

ED 387 192 JC 950 496

Shaw, Anamaria Diaz
An Odd-yssey: WAC (Writing Across the Curriculum) in a Two-Year College.
PUB DATE- May 95
NOTE- 16p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (17th, Austin, TX, May 21-24, 1995). Some pages contain light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

"Issues in Conceptualizing Children's Cognitive Competence"; (2) "Concepts of Child Competence: Themes, Variations, and Perspectives"; (3) "A Socio-Instructional Approach to Promoting Children's Cognitive Competence Development: A Vygotskian Perspective"; (4) "Promoting Children's Cognitive Capacities Through Mediated Learning Experiences: Glimpses into the Instrumental Enrichment Program, Inquiry Method, and a Philosophy for Children Program"; (5) "The Role of Metacognitive Knowledge and Metacognitive Experience in Children's Competence Development"; (6) "A Conceptual Analysis of Children's Self-Efficacy and Self-Regulation Development as Related to Child Competence Development"; and (7) "Creating a Disposition to Higher Order Learning, Problem Solving and the Development of Critical and Creative Thinking Abilities of Children." Chapter 8, "Epilogue," recommends further research to deal with the following questions: (1) at what developmental level do children learn various aspects of critical thinking; (2) at what stage of cognitive development can students transfer knowledge learned in one context into a new context; and (3) how should instruction for competency skill development differ for students of different ability levels? References are listed at the end of each chapter. (BGC)

ED 387 210 PS 023 446

Hart, Betty; Risley, Todd R.
Meaningful Differences in the Everyday Experience of Young American Children.
PUB DATE- Jun 95
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Child Language; Child Rearing; Competency Based Education; *Early Experience; Early Intervention; Economic Status; Family Environment; *Family Influence; Intellectual Development; *Language Acquisition; Language Usage; Longitudinal Studies; Parent Child Relationship; Socioeconomic Influences; *Vocabulary Development; Word Frequency; *Young Children

Noting the scientifically substantiated link between children's early family experience and their later intellectual growth, this book describes a longitudinal study of the circumstances of early language learning and the central role of home and family in the emergence of language and word learning. The vocabularies of 42 children were studied from the time they first began to say words at about 1 year until they were about 3 years old. The study also observed the children's interactions with other persons in their families which formed the contexts for their word learning. Results indicated that the most important factors to language acquisition are the economic advantages of children's homes and the frequency of language experiences. The basic findings from the study are that children who were born into homes with fewer economic resources learn fewer words, have fewer experiences with words in interactions with other persons, and acquire a vocabulary of words more slowly. Five parenting features that predicted future achievement were: (1) language diversity; (2) feedback; (3) guidance style; (4) language emphasis; and (5) responsiveness. The book concludes by outlining an agenda for intervention that would begin in the home and very early in a young child's life, with a focus on the social influences on language and its acquisition within the cultural context of the family. Two appendices contain a table of quality features of for early childhood in the 1990s; (2) "State Policy Related to Disadvantaged and At-Risk Preschoolers," (Bill Clinton), arguing that poverty, work, and family structure are primary challenges to the family, and that government should be a catalyst and partner to aid preschoolers; (3) "Birthing Collaborations in Early Care and Education" (Sharon Lynn Kagan), arguing the need for a federal policy commitment to collaboration; (4) "Beyond the Sandbox" (Robert A. Cervantes), discussing child care as a state policy issue and offering recommendations for statewide policy and practice; (5) "The High/Scope Perry Preschool Study, Similar Studies, and Their Implications for Public Policy in the United States" (Lawrence J. Schweinhart and David P. Weikart), proposing that early childhood policy should be driven by the need to alleviate crime, illiteracy, and poverty; (6) "Issues Related to Infant Child Care Policy" (Eleanor Stokes Szanton), showing how issues of infant and toddler policy are entangled with many of the nation's central domestic policy concerns and offering insight for policy based on research; (7) "Emerging Child Care Policy Issues" (Helen Blank), examining issues that must be addressed to make child care more available; (8) "The Role of the Corporation in Promoting Early Childhood Education and Care and Family Support Systems" (Ellen Galinsky), reviewing current and future corporate roles in promoting early childhood education and family support; (9) "Developing Appropriate Practice and the Challenge of Public School Reform" (Thomas Schultz), noting the significance of developmentally appropriate practice within the policy context for public education, the difficulty of implementing these concepts, and strategies for promoting such practice; (10) "Creating Change with the Public Schools" (Stacie G. Goffin), describing a collaboration between a public school district and a university to develop appropriate early childhood programs, and suggesting policy issues for public schools, teacher preparation, and certification standards; (11) "Federal Initiatives for Exceptional Children" (Karen S. Gallagher and R. J. Pat Gallagher), discussing public policy regarding exceptional children in terms of its relationship with the public school system; and (12) "Emerging Policy Issues" (Dolores A. Stegelin and Peggy M. Elgas), identifying critical variables in early childhood policy and summarizing recommendations. Each chapter contains references. (TM)

ED 387 228 PS 023 563

Solsken, Judith W.
Literacy, Gender, & Work in Families and in School.
PUB DATE- 93
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Beginning Reading; Childhood Attitudes; Classroom Environment; Cognitive Style; Concept Formation; *Elementary School Students; Ethnography; Family Environment; Kindergarten Children; Learning Processes; *Literacy Education; Longitudinal Studies; Primary Education; Reading Research; Role; Self Concept; *Sex Differences; *Sex Role; Social Status; Teacher Role; Writing Research
IDENTIFIERS- Emergent Literacy; Literacy as a Social Process

Part of a series exploring how language influences and is influenced by educational processes, this book describes difficulties boys and girls experience in learning to read and write due to gendered divisions of labor. The book draws on an ethnographic study that followed 13 children from kindergarten parents' needs, establishing parent advisory committees; (3) strategies for initiating and improving two-way communication between home and school, including positive phone calls, automatic telephone answering or message machines, and home visits; (4) ways to involve parents in the life of the school, including motivating parents to participate, social events, and volunteer programs; (5) suggestions for increasing parent involvement at the preschool level, including new developments in parent involvement and the family support model for parent involvement; (6) joint home-school learning activities, including homework and home learning activities, how parents can help with homework, and homework and home learning resources; (7) parent education activities and workshops, including topics for parent education activities and parent workshop speakers; and (8) a list of 39 organizations providing parent and family involvement resources. Appendix A contains a parent survey. Each chapter contains a list of references. (MDM)

ED 387 246 PS 023 596

Medina County Second Grade Home Activities. (Revised Edition).
PUB DATE- Sep 95
NOTE- 136p.; Booklet developed in 1991-1992 and first printed in 1992-1993.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Education; Developmental Stages; *Elementary School Curriculum; Elementary School Mathematics; Elementary School Science; Elementary School Students; Grade 2; *Learning Activities; *Parent Participation; *Parents as Teachers; *Parent Student Relationship; Primary Education; Science Experiments; Social Development; Supplementary Education; Verbal Development; Vocabulary Development
IDENTIFIERS- Medina County Board of Education OH

This document provides a series of learning activities for parents to conduct with their second-graders to reinforce school lessons. Nine activities are provided for each month of the year (organized September to August). The document also offers a summary of normal development for children ages 5 to 10 years and a bibliography of authors, poems, films, books, and videos appropriate for second-grade children. Activities are presented in a logical learning sequence of warmups, exercises, and extensions. They are designed to develop math, vocabulary, organizational, and life skills, as well as contribute to children's positive self-concept, safety awareness, and social skills. Student activity sheets cover such topics as graphs, nutrition, math facts, money, story structure, and number place value. An appendix includes parent and student tip sheets which correspond to various activities. (JW)

ED 387 247 PS 023 598

Positive Youth Development: A Profile of Iowa Youth.
PUB DATE- Feb 95
NOTE- 20p.; Color graphics may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

PUB DATE- 95
NOTE- 84p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; *Community Involvement; *Enrichment Activities; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Participation; Practicums; Program Development; Program Implementation; Student Volunteers; Volunteers
IDENTIFIERS- *Middle School Students

This practicum was designed to provide an after-school activity program to middle school students not engaged in interscholastic sports. Utilizing community volunteers, an enrichment-prevention program that featured 19 different activities in 2 class sessions per week over a 10-week period was developed and implemented. Activities included computers, investing, embroidery, study skills, science projects, Spanish, fashion, drama, aerobics, old-fashioned board games, chorus, jewelry making, quilting, dance, military history, and journalism. The activities utilized volunteer teachers, parents, high school students, and community members to provide instruction and support. Analysis of volunteer, student, and parent surveys indicated strong support for the activities and the continued existence of the program. (Six appendices include lists of possible activity offerings, a sample volunteer information form and survey, activity descriptions, and student and parent surveys. Contains 27 references.) (MDM)

ED 387 268 PS 023 653

Forte, Ellen E.; Vispoel, Walter P.
Domain Importance and Involvement: Relations between Domain Self-Concepts and General Self-Esteem in Preadolescence.
PUB DATE- Apr 95
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Intermediate Grades; Middle Schools; Research Problems; *Self Concept; *Self Esteem; Social Science Research; *Student Attitudes
IDENTIFIERS- *Domain Knowledge; *Importance Ratings; Middle School Students

This study examined the role that domain importance plays in mediating the relations between domain-specific (such as verbal ability, physical appearance, opposite sex relations, and honesty) and general self-perceptions. Focusing on two previous studies by Hoge and McCarthy (1984) and Marsh (1986), the current study was designed to address the shortcomings of previous research. The study identified four shortcoming of previous studies, namely a lack of variability among the domains sampled, participant homogeneity, a potentially faulty operationalization of domain importance, and the use of single-item rather than multi-item scales to assess importance. The study then questioned 168 middle school students about importance and self-concept, finding that self-concept in all domains was related to general self-esteem, and that importance was generally related to appropriate facets of self-concept and

Education; Culture Conflict; Educational Anthropology;
*Educational Research; Elementary Secondary Education;
*Hispanic American Culture; Literacy Education; *Mexican
American Education; Mexican Americans; Minority Groups; School
Holding Power; Student Motivation
IDENTIFIERS- *Chicanos; Cultural Values; Hispanic American
Students; Student Empowerment

This chapter discusses current theories in educational anthropology that attempt to explain Chicano low academic achievement and changes in achievement as a result of successful educational interventions. Educational researchers have not been able to present adequate justification for the differential achievement levels of minorities. Recent studies of English literacy acquisition analyzing the use of culturally and linguistically congruent instructional approaches reveal the intimate relationship of language and culture to the school adjustment of minority students. In addition, research indicates strong relationships between culture and both cognitive development and literacy acquisition. The South San Diego Writing Project illustrates some difficulties in creating culturally congruent literacy activities in the school setting and their successful outcomes. This project collected ethnographic data over a 4-year period in the San Diego South Bay area along the U.S.-Mexican border. The intent was to explore more effective ways of teaching Chicano youth how to write in English. Classes were organized into small groups, and these work teams took full control of their writing activities. Results of the study suggest that the writing groups empowered Chicano students within the school environment and offered them a unique opportunity to express their collective feelings and to reinforce cultural values acquired in the home. Research of this nature demonstrates that culture is closely related to the acquisition of knowledge and to motivation to achieve, both at the social level (as it affects the family, school, and society) and at the personal level. In addition, students' perception of school activities as enhancing cultural goals and values acquired in the home can be instrumental in converting failure into success. Implications for literacy and dropout research are discussed. Contains 54 references. (LP)

ED 387 286 RC 020 231

Laosa, Luis M.; Henderson, Ronald W.
Cognitive Socialization and Competence: The Academic Development
of Chicanos. Chapter 7.
PUB DATE- 93
NOTE- 38p.; In: Chicano School Failure and Success: Research and
Policy Agendas for the 1990s; see RC 020 224.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Child Development; Children;
*Cognitive Development; Competence; Early Childhood Education;
Educational Research; Elementary School Students; Elementary
Secondary Education; Family Characteristics; *Family
Environment; Family Influence; *Mexican American Education;
Mexican Americans; Parent Child Relationship; *Socialization
IDENTIFIERS- *Chicanos; Hispanic American Students

This chapter focuses on the innermost level of Bronfenbrenner's four-level conception of the human environmental ecology, namely the microsystem, and more specifically, the child's socialization in the family. Following discussion of concepts related to socialization, competence, and environmental ecology, selected research studies are reviewed to illuminate members to know about the world. This approach accounts for diverse ways of knowing and learning and is based on the symbol of the wheel as an ancient organizational model from Asia, Europe, Africa, and North America. This model involves multiple intelligences as ways of knowing that are supported by different cultures. The wheel intelligence model represents five intelligences, one in each of the four cardinal directions and one in the middle. The wheel intelligence model forms the basis of the learning wheel, which is a concrete tool to construct lesson plans, curriculum, and educational environments. The learning wheel helps teachers include each intelligence and integrate methods that are best suited to those intelligences in every lesson. Chapter 1 catalogues wheels used by cultures around the world, the purposes of wheels, and the commonalities of these wheels. Chapter 2 describes the wheel as an organizational tool to create a multiple intelligence model based on a multicultural perspective. This chapter also defines the five different intelligences: practical, technical, conceptual, creative, and expanded. Chapter 3 further refines the circular model through the learning wheel, a lesson-planning tool for teachers to ensure that each of the diverse intelligences, or ways of knowing, are addressed in instruction. Chapter 4 discusses intuition and its relationship to the unconscious mind and provides sample imagery exercises and tips on developing intuition. Chapter 5 overviews issues involved in cross-cultural work including specific techniques. Chapter 6 includes lesson plans representing various disciplines and age groups based on the learning wheel. Appendices include the learning wheel lesson planning form, an imagery script form, information on ethnicity and learning style, and strategies for learning about culture. Contains 51 references and an index. (LP)

ED 387 303 RC 020 295

Kuipers, Barbara J.
American Indian Reference and Resource Books for Children and Young Adults. Second Edition.
PUB DATE- 95
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Literature; *American Indian Education; *American Indians; Annotated Bibliographies; Check Lists; *Childrens Literature; Culturally Relevant Education; Elementary Secondary Education; *Evaluation Criteria; *Library Material Selection; Publishing Industry; Reference Materials; *Resource Materials

It is found that quality American Indian books are crucial in the educational development of American Indian students. This book aims to help public and school library professionals to develop competence in selecting quality nonfiction materials of reference value for young American Indian readers and for all young people interested in American Indian subjects. Part 1 discusses the following: (1) the librarian's responsibility to select accurate and culturally relevant materials on ethnic groups especially the American Indian; (2) understanding the evaluation criteria for material selection (authorship, recommendation by Indians, support for Indian values and

(Leslie Wing Jan). Part 3, "Science and Reading," includes the chapters: (5) "Ways of Reading Science" (Nea Stewart-Dare); (6) "Reading Secondary Science Textbooks" (Beverly Derewianka); and (7) "Learning Science from Books" (Jo Coffey). Each chapter contains references. (JRH)

ED 387 322 SE 056 593

Newman, Barbara
Biology Research Activities: Teacher's Edition (with Answers).
PUB DATE- 91
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Biology; *Science Activities; Science Education; *Science Experiments; Science Fairs; Secondary Education; Teaching Guides

This book is part of the series "Explorations in Science" which contains enrichment activities for the general science curriculum. Each book in the series contains innovative and traditional projects for both the bright and average, the self-motivated, and those who find activity motivating. Each activity is self-contained and provides everything the student needs to gain a basic understanding of a concept or to work through a project. A comprehensive teacher's guide is included with each activity and discusses the goal, student objectives, prelab discussion, guide to investigation, vocabulary or glossary, guide to additional resources, and suggestions for further study for each project. Topics covered in the activities include: measurement, the compound microscope, cell biology, organic nutrients, diffusion, osmosis, paper chromatography, pH, hydrolytic enzymes, enzyme action, the effect of bile on fat, diet and nutrition, fermentation, respiration, the hemacytometer simulator, capillary circulation, human reflexes, vertebrate anatomy, photosynthesis, classification and identification of leaves, auxins, mitosis, cloning plants, flowers and seeds, DNA, human karyotype, evolution, developing a classification system, ecology, population, food webs, acid rain, solid waste, bacterial growth and enzymes, water purification, germs, and ideas for games. (JRH)

ED 387 323 SE 056 634

Casey, John M.
Chemical Fume Hoods in Higher Education Science Laboratories: Electrical, Mechanical and Human Controls.
PUB DATE- May 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Georgia Association of Physical Plant Administrators (12th, Jekyll Island, GA, May 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Guidelines; Higher Education; *Laboratory Equipment; *Laboratory Safety; School Safety; Science Education; *Science Equipment

This paper is predicated on the realization that a chemical hood is only one element of laboratory safety which encompasses a variety of other elements starting with the architectural design and layout of laboratories; through the installation, identify as relevant research problems might not be problems from the perspective of mathematics learners or practicing classroom teachers. Contains 25 references. (Author/MKR)

ED 387 344 SE 056 789

White, Loren; Frid, Sandra
Contextual Perspectives of School Mathematics: What Determines Mathematical Understanding?
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Context Effect; Foreign Countries; Mathematics Education; Secondary Education; *Secondary School Mathematics; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Australia

Results of a study into secondary school students' and teachers' conceptions of what mathematics is and the purposes of school mathematics are outlined. A total of about 220 first year engineering students and 600 high school students in Australia were involved in the surveys while 40 students, 19 teachers, 2 career counselors, and 2 administrators were involved in interviews. Students and teachers held broad views of the content or discipline of mathematics, while their interpretations of mathematics within a wider sociocultural context reflected additional, influential, personally and socially derived factors: social status of mathematics, utility of mathematics, career aspirations, and interest or disinterest in mathematics. The role of the researcher in identifying such factors, as well as determining the focus of a research study and the perspective for analysis and interpretation, are examined. How mathematics means different things depending upon the context and an individual's interactions with an environment, including cognitive, social, and political contexts, are discussed. In addition, the role of mathematics in secondary education is questioned in relation to current curriculum movements in education. Contains 20 references. (Author/MKR)

ED 387 345 SE 056 792

De Corte, Erik; And Others
Word Problems: Game or Reality? Studies of Children's Beliefs about the Role of Real-World Knowledge in Mathematical Modeling.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Cognitive Processes; *Elementary School Students; Foreign Countries; Grade 5; Intermediate Grades; Mathematics Education; *Misconceptions; Problem Sets; *Word Problems (Mathematics)
IDENTIFIERS- *Situated Learning

Two related studies are reported about the (lack of) activation of real-world knowledge in elementary school students'

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 94
NOTE- 370p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Drama; Foreign Countries; Geography; *History Instruction; Latin American Culture; *Latin American History; *Mexicans; Secondary Education; Second Language Instruction; *Social Studies; Spanish
IDENTIFIERS- Maya (People); *Mexico; Villa (Pancho); Zapata (Emiliano)

These curriculum units were developed in a National Endowment for the Humanities 1994 summer seminar "Mexico in Transition." The 23 lessons are written in Spanish. Lessons are entitled: (1) "La Migracion Mexicana Vista a Traves del Cuento 'Paso del Norte' de Juan Rulfo" (Jose Jorge Armendariz); (2) "Los Grupos Indigenas de Mexico: Condiciones antes de y Despues de la Revolucion" (Suzanne Caldwell); (3) "Mexican Calendar Project" (Barbara A. Corbin; Shelley Schieffelin); (4) "Guatemalan Refugees in Mexico" (Kaela Marie Curtis); (5) "!Silencio en el Escenario!: A Look at the Mexican Revolution through Drama" (Jennifer Degenhardt); (6) "Zapata Rose in 1994" (Joe De Luca); (7) "Unidad Sobre los Mayas" (Nancy Duffner; Rae LaMarche; Lisa Stanziano); (8) "La Presencia Femenina en la Revolucion Mexicana del 1910 en el Corrido, el Cine, y la Novela" (Johnnie Eng); (9) "Un Cuento de Carlos Fuentes de Agua Guemada 'El Hijo de Andres Aparicio'" (Erik Engel); (10) "El Tiempo Circular: Mexico 1876-1994. Una Breve Interpretacion de los Sistemas Socioeconomicos y Politicos Usando en la Literatura" (Bertha Fabre-Lujan); (11) "La Llorona: An Approach for Beginning Readers" (Sue Feldman); (12) "Unidad Sobre 'Baby H.P.'" (Molli K. Fleming; Kathryn S. Potepan); (13) "La Continuacion de la Lucha: Emiliano Zapata y los Zapatistas de Chiapas en 1994" (Leislie Godo-Solo); (14) "La Otra Cara de la Medalla de la Revolucion Mexicana (Margaret Guy); (15) "Los Murales de Jose Clemente Orozco en Dartmouth College" (Maria Ermelina Hernandez); (16) "Diego Rivera y su Obra" (Charlotte A. Hill); (17) "Pancho Villa en la Cruz: Una Vision Historica-literaria" (David Marlow); (18) "La Historia de Mexico por sus Personajes" (Terri Marlow); (19) "'Yo Callare Algun Dia, Pero antes...' de 'Dos Poemas' de Rosario Catellanos" (Grace W. Owens); (20) "La Historia Cuenta...Cuenta la Historia: Creando una Antologia de Literatura Testimonial" (Jeannie Richardson); (21) "Immigration and Emigration: The United States and Mexico" (Mel E. Sanchez); (22) "La Guerra Cristera y un Cuento de Rulfo" (Tim Shelmerdine); and (23) "Working with Eduardo Galeano's 'Memoria del Fuego--III. El Siglo del Viento' The Mexican Revolution: History as Literature; Literature as History" (Howard Yank). (EH)

ED 387 366 SO 024 821

Bystydzienski, Jill M., Ed.; Resnik, Estelle P., Ed.
Women in Cross-Cultural Transitions.
PUB DATE- 94
NOTE- 132p.; Personal accounts presented at the Women and Cross-Cultural Transitions Conference (Franklin, IN, March 1992).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)

1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Bilingualism; Bilingual Students; Bilingual Teachers; Cross Cultural Studies; Cultural Literacy; Cultural Pluralism; Elementary Secondary Education; Language Research; *Literacy; Multicultural Education; Second Language Learning; *Sex Differences; *Sex Role; *Sex Stereotypes; *Sexual Identity

This study contributes to the elaboration of a sociocultural perspective on literacy by considering the role of gender in shaping students' participation in literacy activities in school. The project aims to illuminate the way in which gender expresses itself in and helps to shape the nature of children's literacy acquisition across different activity settings in two bilingual, elementary classrooms, as well as to examine the contexts in which gender is not salient as an organizing schema. Open-ended research questions were designed to address the following: (1) How does gender express itself through literacy, and literacy through gender, across diverse contexts for literacy learning in school? (2) In what ways is gender most salient in relation to literacy in these classrooms? How is gender expressed? (3) In what ways, and in what settings, is gender not salient? (4) What factors appear to contribute to these spaces of gender blindness? and (5) In what ways are within-gender differences evident in relation to the questions outlined above? The study was conducted in two Spanish-English bilingual classrooms, led by a Spanish speaking teacher, within a predominantly Latino working class neighborhood. Observations of classroom and interviews with teachers and students were used to gather data. (EH)

ED 387 387 SO 025 228

Valand, Elisabeth, Ed.
The World of Thomas Jefferson: A Guide for Teachers.
PUB DATE- Aug 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; Democracy; Democratic Values; Instructional Materials; Law Related Education; Political Science; *Presidents of the United States; Resource Materials; Secondary Education; United States Government (Course); *United States History
IDENTIFIERS- *Jefferson (Thomas)

This teaching guide contains two essays about Thomas Jefferson, along with teaching activities, resources and organizations, a chronology, and quotes. The two essays are: (1) "The Architect of Democracy" (Merrill D. Peterson); and (2) "Jefferson's Legacy: Civic Learning in Public Education" (R. Freeman Butts). Teaching activities center around the following topics: (1) "Jefferson, the Architect: Have You Ever Seen Monticello?"; (2) "Jefferson, Student and Politician: Williamsburg and Thomas Jefferson"; (3) "Mapping the World of Thomas Jefferson"; (4) "Jefferson, the Revolutionary: Do You Really Believe in the 'Declaration of Independence'?"; (5) "Jefferson, the Gardener"; (6) "Jefferson, the Author"; (7) "Jefferson, the Bibliophile: What Did Jefferson Read?"; (8) "Jefferson, the President: To Purchase or Not to Purchase Louisiana"; (9) "Expanding Views of

Geography Instruction; Illustrations; Instructional Materials; Job Skills; *Map Skills; Social Studies

This booklet describes map-making in a step-by-step process with illustrations of each procedure. The volume contains the following chapters or sections: (1) "The Making of a World Map"; (2) "The World Map Key"; (3) "Appendix I: Map-making Workshop"; and (4) "Appendix II: Project Evaluation." (EH)

ED 387 408 SO 025 315

Smith, Michelle Knovic; And Others
Image & Identity: Clothing and Adolescence in the 1990s.
SPONS. AGENCY- Brother International Corp., Somerset, NJ.
PUB DATE- 90
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Clothing; Consumer Science; *Cultural Influences; Elementary Secondary Education; Fashion Industry; Global Education; Home Economics; *Material Culture; Personality; *Self Concept; Social Studies

The kit provides students and teachers new ways to study culture through its material evidence: the objects and artifacts of daily life. In the four activities comprising this kit, students study clothing as an aspect of their own material culture. They move from general observations about clothing to consideration of their personal wardrobes, then focus on school/community styles, and finally to the global aspects of outside influence on individual choices. Each activity contains a brief teacher's background section, a lesson plan, reproducible worksheets and handouts, along with other suggested writing or other assignments. The kit provides the following activities: (1) "Clothes Talk: Themes Found in Apparel"; (2) "Clothes Count: Personal Wardrobes"; (3) "Clothes Perception: Identifying Styles"; and (4) "Clothes Appeal: Commercial Arbiters of Style." Contains eight references. (EH)

ED 387 409 SO 025 320

Roller, Jeanne Keeney
Improving Preservice Teachers Use of Geography in Elementary Classrooms through the Use of Selected Activities.
PUB DATE- 94
NOTE- 80p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary Education; *Geographic Concepts; *Geography; *Geography Instruction; Higher Education; *Preservice Teacher Education; *Social Studies; Student Teachers; Student Teaching; Teacher Education; Teacher Education Curriculum

This report describes a practicum designed to integrate the five themes of geography into classrooms for elementary-school students through preservice teachers using experiential teaching techniques. The preservice teachers were provided with appropriate concepts and vocabulary through active experiences that they then used in their elementary classrooms. Research from practitioners in elementary classrooms was used to design learning centers, surveys, and discussion groups for the preservice teachers. Through reading, lecture, discovery and facing. This short booklet contains four sections. Part 1, "The Social and Political Context," contains: (1) "Compulsory Schooling"; (2) "Secondary Education"; and (3) "New Political Orientations and Legislative Measures in Education since 1990." Part 2, "Issues Section," includes: (1) "Responsibilities, Administration and Financing in Education"; (2) "Main Programs and Curricula of Secondary Schools"; (3) "New Educational Curricula--Aims, Content, and Methods"; (4) "Secondary Education Research and Evaluation"; and (5) "Initial Teacher Training and Working Conditions for Teachers." Part 3, "The Efficiency and Performance of Secondary Education," examines: (1) "Quantitative Developments"; (2) "Qualitative Developments"; (3) "General Education Schools--School-Leavers According to Type of Qualification"; (4) "Admission to Higher Education Institutions," and (5) "Restrictions in Admittance to Higher Education Institutions." Part 4 examines "Challenges, Problems and Prospects." An appendix provides a "Basic Structure of the Educational System." (EH)

ED 387 430 SO 025 391

Michielsens, Peter
Secondary Education in the Flemish Community of Belgium.
PUB DATE- 95
NOTE- 43p.; This is one in the series "Guide to Secondary Education in Europe," as part of the project "A Secondary Education for Europe." For related items, see SO 025 387-390. French edition available.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; *Educational Assessment; *Educational Planning; Foreign Countries; Foreign Culture; International Education; National Programs; Program Effectiveness; Program Evaluation; Public Policy; *Secondary Education
IDENTIFIERS- *Belgium (Flanders); *Flemish People

This booklet provides a brief description of secondary education in the Flemish Community of Belgium. The publication is part of a series that seeks to make the public aware of the education systems and traditions in all signatory states to the European Cultural Convention and to outline the essential problems these systems presently are facing. This short booklet contains five sections. Part 1, "The Political and Social Context," contains: (1) "Education Structure"; (2) "Legislation"; (3) "General Description of Full-Time Secondary Education"; and (4) "Organisation of Part-time Secondary Education." Part 2, "Issues Section," includes: (1) "Formulation of an Educational Policy and Innovations"; (2) "Financing and the Budget"; (3) "School and Society"; (4) "Administration and Organisation of the Education System and Schools"; (5) "The School as an Organisation and as a Community"; (6) "Syllabuses"; (7) "Assessment"; (8) "The School Staff: Teachers, Heads, and Auxiliary Staff"; and (9) "The European Dimension." Part 3, "Efficiency and Performance of Secondary Education," includes: (1) "Some Particulars of Failure at School"; and (2) "Data on Youth Unemployment." Part 4 examines "Challenges, Problems and Outlook." Part 5 contains an 8-item bibliography. An appendix offers examples of consolidated schedules. (EH)

ED 387 431 SO 025 457

Pereira, Carolyn

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Biomedicine; Clinics; Codes of Ethics; College Students; *Educational Research; Elementary Secondary Education; *Ethics; *Health Education; *Health Promotion; Higher Education; Private Sector; Public Health; Public Schools; Research Design; Research Methodology; Research Reports; Scientific Research
IDENTIFIERS- Eta Sigma Gamma; *Health Educators

This monograph contains 13 papers on the ethics of planning, conducting, and reporting research in health sciences education. It includes four background papers and nine perspective papers. The titles are: (1) "The Imperative for Ethical Conduct in Scientific Inquiry" (Steve M. Dorman); (2) "Fundamental Principles of Ethical Research in Health Science Education" (Mohammad R. Torabi); (3) "Guidelines for Ethical Faculty/Student Collaboration in Health Science Education Research" (Barbara A. Rienzo); (4) "Ethical Issues in Writing for Scientific Publication" (R. Morgan Pigg); (5) "The Public Health Perspective" (Lloyd J. Kolbe); (6) "The Voluntary Health Agency Perspective" (John R. Seffrin, Gerald J. Maburn); (7) "The School Perspective" (M. Elizabeth Collins, Laura Kann); (8) "The Worksite Perspective" (Jill W. Varnes); (9) "The Private Sector Perspective" (Karin Coyle, Douglas Kirby); (10) "The Clinical Perspective" (L. Kay Bartholomew, Guy S. Parcel, Ann E. Saunders); (11) "The Biomedical Perspective" (Elaine J. Stone, Joan P. Porter); (12) "The New Faculty Member's Perspective" (Delores C. S. James); and (13) "The Student's Perspective" (James T. Broadbear, Barbara C. Broadbear). Chapter 14 presents the Association for the Advancement of Health Education's "Code of Ethics for Health Educators." (Most papers contain references.) (JB)

ED 387 450   SP 036 206

Poetry in and out of the Classroom: Essays from the ACLS Elementary and Secondary Schools Teacher Curriculum Development Project. ACLS Occasional Paper, No. 29.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adolescents; Class Activities; *Curriculum Development; Elementary School Teachers; Elementary Secondary Education; English Instruction; Females; Instructional Innovation; Oral History; *Poetry; *Poets; Scholarship; Secondary School Teachers; *Teacher Developed Materials; Teaching Methods
IDENTIFIERS- *American Council of Learned Societies; Foxfire; Love Song of J Alfred Prufrock (The); *Teacher Researchers

This volume contains five essays on the uses of poetry and one poem by elementary and secondary teachers involved in a project to encourage teachers to develop the habit of scholarship as the basis for their teaching. In the first essay, "Female Poets of the First World War: A Study in Diversity for the Fifth Grade Social Studies Curriculum," Randy Cummings explains this little known body of poetry and demonstrates how to use it in the classroom. In "Ghosts Among Us/Ancestral Voices: 'What's Past is Prologue'" Terry Moreland Henderson draws on Foxfire

state or country borders. Knowledge and knowledge transfer will be a key factor in international competitiveness and higher education institutions can play an important role in national systems of innovations. A solid base is formed in regional networks due to proximity, the common home market, and the relatively uncomplicated management of the network. Participation in networks forces higher education institutions to define their focal points of research and education in a more explicit way. Networking does, however, affect the management structure of higher education institutions in that the traditional structure of faculties and departments will no longer be suitable. (Contains 13 references.) (SW)

ED 387 004 HE 028 585

Terenzini, Patrick T.; And Others
First-Generation College Students: Characteristics, Experiences, and Cognitive Development. AIR 1995 Annual Forum Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; College Students; Critical Thinking; Higher Education; *Institutional Research; Longitudinal Studies; Mathematics Skills; *Nontraditional Students; Reading Skills; *Student Characteristics; *Student College Relationship; Student Development; Student Experience
IDENTIFIERS- *AIR Forum; *First Generation Students; National Study of Student Learning

This study, part of the longitudinal national Study of Student Learning, investigated the precollege characteristics and college experiences of 825 first-generation college students compared to those of 1,860 traditional students at 23 diverse institutions nationwide. First-year gains in students' reading, math, and critical thinking abilities were also compared for the two student groups. Compared to traditional students, findings indicated that first-generation students were more likely to: come from low income families; be Hispanic; have weaker reading, math, and critical thinking skills; have lower degree aspirations; and have less involvement with peers and teachers in high school. First-generation students also had the following characteristics: they have more dependent children, expected to take longer to complete their degree programs, had received less encouragement from their parents to attend college, tended to take fewer courses in the traditional fields and more courses in technical and preprofessional courses, spent fewer hours studying and more hours working, and were less likely to perceive faculty members as concerned with student development and teaching. Although traditional students made greater net gains in reading during their first-year, the two groups gained to about the same degree in math and critical thinking skills. (Contains 41 references and 3 tables.) (SW)

ED 387 005 HE 028 586

Glover, Jeanette W.; Hull-Toye, Carolyn S.
Does JOBSWORK Work? Assessing the Effect of Student Involvement on Outcomes. AIR 1995 Annual Forum Paper.

NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accrediting Agencies; *College Administration; Educational Quality; Foreign Countries; Higher Education; Inspection; *Institutional Evaluation; Personal Narratives; Postsecondary Education
IDENTIFIERS- England; *Filton College (England); Further and Higher Educ Act 1992 (Great Britain); *Further Education Funding Council (United Kingdom)

A senior member of the administration at Filton College (England) who was the internal nominee to the college's Further Education Funding Council (FEFC), recounts his experience of the college inspection process. The FEFC, an agency of the government, funds colleges and ensures that satisfactory arrangements exist to assess the quality of education. The internal nominee is one of a college's senior staff who becomes part of the FEFC inspection team. The internal nominee position was a new idea for the FEFC and is designed to bring colleges more into the inspection process. At Filton the inspection process began in September, 1993 and ended in March, 1994. During that time 13 inspectors visited the college. At times there could be as many as six inspectors at a time on campus causing significant disruption and anxiety. The internal nominee was kept busy soliciting extra material from faculty, coordinating visit details, observing classes himself, preparing various reports and strategic plans, and finally presenting and explaining the findings and resulting actions. The internal nominee can do much to make the process run smoothly even though the nominee does not participate directly in the determination of the college's grades and the position is very time consuming. (JB)

ED 387 023 HE 028 604

Kedney, Bob; Ulas, Ted
Managing Contract Change. Mendip Papers.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *College Administration; College Faculty; *Contracts; Educational Finance; Foreign Countries; Higher Education; Labor Conditions; Labor Legislation; Labor Relations; Legal Responsibility; *Personnel Policy; Teacher Salaries
IDENTIFIERS- *United Kingdom

Colleges in the United Kingdom are currently undergoing significant shifts in how staff and faculty contracts are restructured and this paper takes a close look at why this process is going on, its legal ramifications, and how administrators can manage it. An introduction describes the background to the current trends and explores various ways of organizing and categorizing administrator levels and responsibilities. The next section looks at why a college might decide to change contracts and the following section explores how some college administrators have achieved contract change by offering significant improvements or by capitalizing on retirements, resignations, or promotions. A section on future possibilities suggests ways that faculty pay rates may be more directly related to their duties. The following section, on national scene. Part 4 is an epilogue on planning and evaluation of the achievements of the university as a social institution. (Contains over 250 references.) (JB)

ED 387 041 HE 028 622

Application and Enrollment Patterns of Transfer Students Fall 1994.
PUB DATE- Jul 95
NOTE- 712p.; For previous edition, see ED 374 737.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Applicants; College Students; Community Colleges; Enrollment; *Enrollment Trends; Higher Education; *Public Colleges; School Statistics; *State Universities; *Student Mobility; Tables (Data); *Transfer Students; Trend Analysis; Two Year Colleges
IDENTIFIERS- *State University of New York

This 25th annual study of application and enrollment patterns of transfer students within the State University of New York (SUNY) system during Fall 1994 was conducted in response to the demand for information on the inter-campus mobility of students attending SUNY institutions. The study used an analysis of the higher education backgrounds of transfer students enrolled at SUNY with system-wide data on all undergraduate institutions in the SUNY system. Overall, a total of 31,768 transfer students enrolled in SUNY institutions in Fall 1994, a slight increase from the previous year. Nine sets of tables provide data on: (1) headcounts and percent distribution of transfer students at individual institutions; (2) coordinating area summary tables showing headcounts and percent distribution by region; (3) location and type of prior institution; (4) transfer students from other SUNY institutions; (5) transfer students from other New York institutions; (6) transfer students from outside the state; (7) trend reports; (8) undergraduate admissions; and (9) associate degrees granted by SUNY 2-year colleges. An appendix provides a map of SUNY institutions, a chronology of dates of establishment of SUNY institutions, and a list of related publications. (MDM)

ED 387 042 HE 028 623

Instructional Locations Away from the Main Campus, State University of New York 1994-95.
PUB DATE- Aug 95
NOTE- 364p.; For previous edition, see ED 375 760.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Educational Certificates; Enrollment; *Extension Education; Geographic Location; Higher Education; *Institutional Characteristics; *Off Campus Facilities; Satellite Facilities; School Location; School Statistics; *State Universities; Tables (Data)
IDENTIFIERS- *State University of New York

This report summarizes, in statistical form, the responses of State University of New York (SUNY) institutions to the summer 1994 through spring 1995 survey of instructional locations away from the main campuses. Table 1 presents summary information on the 699 instructional locations away from main campuses that were reported. Table 2 presents detailed information by institution on each of the locations. Table 3 provides data on the 56 instructional locations away from main campuses which

ED 387 061 HE 028 643

Peter, Sharlene A.
Emerging Issues and Opportunities Prospective Analysis.
PUB DATE- Nov 94
NOTE- 15p.; Paper presented at the Annual Convention of the National Organization on Legal Problems of Education (40th, San Diego, CA, November 17-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Athletics; Comparable Worth; Court Litigation; Disabilities; *Equal Opportunities (Jobs); Higher Education; Institutional Role; *Intercollegiate Cooperation; Minority Groups; Program Costs; Sex Differences; *Sex Discrimination; Sex Stereotypes; *Womens Athletics

This paper discusses 14 issues related to gender equity in intercollegiate athletics, including: (1) the cost dilemma, in which institutions have to cut men's sports to introduce women's sports; (2) equal pay for the coaches of men's and women's teams; (3) the gender of coaches, namely men coaching women's teams; (4) peer harassment among students; (5) the rising level of participation in intercollegiate athletics; (6) the advancement of minority women in intercollegiate athletics; (7) women in the sports media; (8) women in athletics administration; (9) women sports officials; (10) women athletic trainers; (11) the rising number of lawsuits in intercollegiate sports; (12) the regulation of player agents; (13) athletic opportunities for individuals with physical disabilities; and (14) medical issues. Thirty-three footnotes contain numerous references. (MDM)

ED 387 062 HE 028 644

Theodossin, Ernest, Ed.
Altered Images: Transforming College Estates for a Learning Revolution. Innovations in FE, Issue 2, Spring 1995.
PUB DATE- 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; *College Buildings; *Educational Change; *Educational Environment; *Educational Facilities; Educational Facilities Planning; Facility Improvement; Foreign Countries; Postsecondary Education; Space Utilization; Student Attitudes
IDENTIFIERS- *England; Faculty Attitudes; *South East Essex College of Arts Techn (England)

This report describes the physical and educational transformation of South East Essex College of Arts and Technology in England. It focuses on how the institution's two seedy, dilapidated council buildings from the 1940s have been renovated and remodeled in pursuit of a modern aesthetic work environment for students, faculty, and staff. The report discusses the factors affecting change and modernization among further education colleges in general and South East Essex in particular. A report from the college's principal, Tony Pitcher, "Building Blocks To Transform Learning," includes discussion on early impressions and ideas, culture change and physical change, in this project is a description of how a mobile elementary technology laboratory can be organized, equipped, staffed, and financed. Included also is a description of curricular needs and activities related to elementary technology education. Through a mobile technology laboratory, the following goals can be achieved: (1) promote technological culture and literacy; (2) support equal opportunity and reduce biases that exist toward gender, ethnicity, culture, and physical or mental ability; (3) facilitate the relevance of academic programs; (4) stimulate experiential learning and foster the development of psychomotor and problem-solving skills; and (5) prepare students to become functional and productive members of society. A list of budgeted items and specifications necessary to ensure successful implementation of the laboratory, including 1991-1992 retail prices, is provided; the total cost is estimated at $249,895. The project concludes with offering several recommendations concerning implementing an elementary technology education laboratory including: select staff; institute an advisory committee; create a project timeline; adopt goals and objectives; establish sources for funding; choose the type of mobile laboratory; select equipment and support material; and set-up site visitation schedule. (Contains 22 references.) (Author/MAS)

ED 387 080 IR 017 256

Pereira, Francis; And Others
Building the National Information Infrastructure in K-12 Education: A Comprehensive Survey of Attitudes towards Linking Both Sides of the Desk. A Report of the Global Telecommunications Infrastructure Research Project. Research Report Series.
PUB DATE- Apr 95
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Computer Networks; Educational Administration; *Educational Attitudes; *Elementary Secondary Education; *Government Role; *Information Networks; Private Sector; Problems; Program Implementation; Schools; Surveys; Teachers
IDENTIFIERS- *National Information Infrastructure

This survey was designed to elicit the perceptions of the members of the educational community on four issues concerning the NII (National Information Infrastructure), and to test whether these visions of the NII were shared by educators. The issues were: (1) the benefits of the NII to the education sector and specifically whether the NII will be able to address the problems in education; (2) impediments to the NII being implemented in schools; (3) incentives necessary to advance the implementation of NII in schools; and (4) roles of the government and the private sector in implementing NII in schools. Respondents were 3,145 members from the following organizations: American Association of School Librarians (AASL); Institute for the Transfer of Technology to Education; National School Boards Association (NSBA); National Association of Secondary School Principals (NASSP); National Rural Education Association (NREA); National Education Association (NEA); Council of Great City Schools (CGCS); and Council of Chief State School Officers (CCSSO). A majority of respondents felt that the lack of funds (95%), lack of literacy skills of students (86%), lack of parental supervisors (95%), lack of

Aiken

This paper is devoted to a discussion of the conditions which led to a thorough review of the computing and information technology organization, policies, and practices for University of South Carolina-Aiken. The Task Force on Campus Computing was established in the fall of 1994 to address the campus' concerns. Among the concerns were: Computer Services Division's (CSD) control of the purchasing, installation, and maintenance of hardware and software; the administrative control of CSD; the ability of CSD to perform repairs and related functions on a timely basis; and whether or not certain services would be better provided on a contractual basis. Several short-, moderate- and long-term issues are identified. To date, there have been several key opportunities for a broader-based campus group to become involved in the decision-making process related to campus computing. There have also been many more discussions on the campus about the policies which govern the group's activities in this area. The task that remain before the group are the development of a philosophy for campus computing that will guide the institution for the foreseeable future, as well as defining the best organizational structure to accomplish this goal. (MAS)

ED 387 099 IR 017 316

Juliano, Benjoe A.; Sheel, Stephen J.
Wireless Data Communications Prototyping: A Flexible, High-Quality, and Cost-Effective Information System for Education.
PUB DATE- 95
NOTE- 12p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; Computer Mediated Communication; Computer Uses in Education; Information Systems; Information Technology; Networks; *Radio; *Telecommunications

In this paper, potential applications of wireless data communications and mobile satellite technology are described which aim at improving education. The motivation behind this work is that the technology now exists for providing today's teachers and students with not only better access to educational facilities, but also instantaneous communications with distant sites and mobile units. Wireless data communications systems integrated with mobile satellite technology use wireless radio packet modems for message transmission between a fixed dispatching center and mobile units. Messages are relayed over a wireless data network, and mobile units are equipped with satellite receivers which read signals from Global Positioning System (GPS) satellites. A discussion of mobile satellite communications includes an examination of GPS, the Magellan AIV-10 OEM GPS Module, and Blue Marble Graphics MAIL Map, Geo View, and GeoCalc. Topics addressed in the wireless data communications discussion include the ARDIS Radio Network and the Motorola RPM 405i Radio Packet Modem. Mobile unit design, dispatching office design, and development issues and interface requirements are addressed in the section on system design. Wireless data networks, Internet access and distance learning, and administrative computing are offered as examples of applications in education. The last section of the paper addresses other applications and

Hebenstreit); "Basic Strategies for Introducing and Using Informatics in Education" (Bernard Levrat); "Applications" (Alfred Bork, David Walker, and Andre Poly); "Current Restraints and Prospects: Regional Examples--Europe and North America, Asia and the Pacific, Africa, Arab States, and Latin America" (Peter Gorny, Dentcho Batanov, Robert Lewis, Mike Lally, Neil Hall, Fatima Seye-Sylla, Samir Qasim Fakhro, and Marco Murray-Lasso); and "Prospects for International Co-operation" (Rhys Gwyn). This book is expected to serve as a source not only for educators using informatics in formal and non-formal education, but also for those working in related industries whose cooperation is essential in order to strengthen the impact of teaching-learning through computer and other means of information and communication. A list of contributors is provided. (MAS)

ED 387 120 IR 017 347

Shears, Lawrie, Ed.
Computers and Schools.
PUB DATE- 95
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Computer Assisted Instruction; *Computer Uses in Education; Elementary Secondary Education; Foreign Countries; *Microcomputers; Surveys
IDENTIFIERS- Access to Computers; *Australia; *Laptop Computers

This book recounts what happened when a set of 25 laptop computers was introduced into each of 10 Australian schools (Camberwell, Anglican Girls Grammar School; Caulfield Grammar School; Frankston High School; Jamieson Park Secondary College; Kilvington Baptist Girls Grammar School; Korowa Anglican Girls' School; Mallacoota P-12 College; Methodist Ladies College; Trinity Grammar School; and Xavier College). They were schools with very different environments and experiences in education computing. In their own words, 10 teachers tell what happened in their schools and how they evaluated the impact of these laptops on students and teachers. A large part of the report is given to their case studies--the experiments and surveys they conducted, and the responses, attitudes, and concerns of parents and staff members which they collected. The development of project teams and the content of the project team's meetings are offered as background information. A comprehensive survey was distributed to 259 Victorian schools, and 176 were returned (68% response rate). The survey instrument consisted of five sections: school characteristics; computers used in the schools and at home; the use of computers by students; the use of computers by teachers for teaching; and problems with the use of computers. Results of the questionnaire are provided in the following categories: computers in school and at home; use of computers by teachers for teaching; use of computers by students; use of laptops by students; use of computers for administration; and software use in schools. Results from the "problems" section of the questionnaire are compared to an International Education Association Survey in 19 countries. The report concludes with a summary of the projects team's responses. Data is presented in 34 tables. An appendix provides the questionnaire to schools. (MAS)

ED 387 121 IR 017 349

of collaborative, cross-institutional preservation. Based on the committees' work, the report suggests that a preferred option is for the Commission to work with scholarly associations in order to take leadership responsibility for preserving materials of priority importance for their fields. These committees could also bear responsibility for promoting the preservation of its field's most important research materials, address the question of which library materials should have priority for digitization, and promote the creation of a register of library materials that have been or are being digitized. The report also contains appendices providing a bibliography of published preservation guidance, and a list of committee membership. (Author/MAS)

ED 387 139 IR 055 666

Bagnall, Roger S.
Digital Imaging of Papyri. A Report to the Commission on Preservation and Access.
PUB DATE- Sep 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Archives; Information Technology; Library Materials; *Preservation; Records (Forms); Records Management; Standards; Technological Advancement
IDENTIFIERS- *Advanced Papyrological Information System; *Digital Imagery; Digitizing; *Papyrus

The study of papyri has been significantly limited, and because of their fragile and fragmentary condition, papyri pose significant preservation and research challenges. This report explores the use of digitization to overcome these difficulties. The Advanced Papyrological Information System (APIS) established a committee charged with studying imaging and other current technological developments and establishing standards for the field. An APIS contract with the Commission on Preservation and Access supported this study of the imaging component of the planned system that would answer the following questions: (1) Is electronic imaging now capable of serving as the main means of capturing the images of papyri and similar objects for research access and for preservation?; (2) What objectives must be met in such imaging?; (3) What technical standards should be established to accomplish those objectives and preserve the interchangeability and permanence of data?; (4) What are the limits of present technology, the controls and safeguards needed to ensure data quality and integrity, and the means of preventing obsolescence of the product? and (5) How well can currently available equipment satisfy the standards and objectives? This report relates the purpose and methods of the APIS study, defines archival and delivered images, discusses ways and means for capturing physical attributes of papyri and the preferred methods of capture, details technical standards and specifications, and ends with a brief discussion of quality control, migration, and refreshment issues. A list of participants in the Conference on Digital Imaging of Papyri (University of Michigan, March 3-5, 1994) is provided. (Contains 13 references.) (MAS)

ED 387 140 IR 055 667

Ostler, Larry J.; And Others
The Closing of American Library Schools: Problems and Opportunities. Contributions in Librarianship and Information

assistance of which $24,416,211 (54%) was federal aid, $11,667,955 (26%) was state assistance, $8,768,742 (19%) was from private sources, and $338,161 (1%) was institutional assistance; (6) the percentage of federal aid in the form of grants dropped from 27% in 1991-92 to 25% in 1992-93 at universities, while at community colleges the percentage remained constant at 72%; (7) in 1992-93, 50% of the financial aid went to need-based funds; and (8) out of the 7,186 students who applied for aid, only 3,836 received it. (Fourteen tables of data are appended.) (KP)

ED 387 158 JC 950 460

Strategic Directions for the University and Community College System of Nevada.
PUB DATE- May 94
NOTE- 13p.; For the 1993 Strategic Directions, see ED 365 392.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; College Role; Community Colleges; Educational Improvement; Educational Policy; Higher Education; Organizational Effectiveness; *Organizational Objectives; *Policy Formation; State Colleges; State Universities; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *University and Community College System of Nevada

The Board of Regents of the University and Community Colleges System of Nevada (UCCSN) annually meets with campus administrators to articulate a systemwide vision and provide strategic directions. The 11 strategic directions identified during the February 1994 meeting were: (1) enhance academic planning and integrate planning and budgeting efforts systemwide; (2) emphasize undergraduate education and enhance the quality of undergraduate education; (3) selectively develop graduate education systemwide to serve the needs of Nevadans; (4) enhance access and retention in public postsecondary education; (5) recognize and reflect the diversity of society within UCCSN institutions; (6) emphasize and enhance collaborative programs within the system and between the UCCSN and other institutions and agencies; (7) provide a leadership role to promote economic health and growth of the state through its education, research, and service efforts; (8) continue UCCSN's commitment to evaluation and assessment to ensure accountability to the citizens of Nevada; (9) strive to obtain additional resources and ensure adequate reallocation of those resources; (10) recognize the importance of higher education in building common societal values and ethics, and seek ways to promote and enhance this role; and (11) promote both basic and applied research that meets the needs of the state, region, and nation. (Each strategic direction is accompanied by a series of specific objectives.) (KP)

ED 387 159 JC 950 461

University and Community College System of Nevada. Affirmative Action Data, 1994.
PUB DATE- Jun 95
NOTE- 103p.; For the 1992 report, see ED 365 386.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Affirmative Action; Community Colleges; *Employment

October 27-28, 1994); for the initial spring 1992 study, see ED 355 977.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; *Enrollment; *Facility Inventory; *Microcomputers; *Multimedia Instruction; State Surveys; Two Year Colleges; Use Studies
IDENTIFIERS- *Kansas

As part of a longitudinal project to inventory computer equipment and identify current instructional use of microcomputers in Kansas community colleges, surveys were sent to the 19 community colleges in Kansas in spring 1994. The surveys solicited data on student enrollment, which subject areas utilized microcomputers, types of hardware available, operating systems used, microcomputer networking, and software sources. Questionnaires were received from 84% (n=16) of the colleges and findings were compared to an initial inventory conducted in spring 1992. Study results included the following: (1) 5 of the colleges had an overall enrollment of over 4,000 students, while 4 had an enrollment of 2,001 to 2,500; (2) all 16 respondents indicated that microcomputers were being used in computer literacy, word processing, spreadsheet, and database instruction, while accounting, computer science, and drafting were cited by 14 colleges; (3) from spring 1992 to spring 1994, the availability of microcomputers increased from 165 to 204 machines per college; (4) the use of powerful computers, such as the 486-based PC, also increased from 141 machines reported by 6 colleges in 1992 to 988 machines reported by 11 colleges in 1994; (5) while only one college reported the use of multimedia systems in 1992, 81% of the 1994 colleges did so; and (6) 10 of the 1994 colleges reported the use of commercial multimedia presentation packages, while 8 reported the use of multimedia presentations developed in-house by faculty and/or staff. (KP)

ED 387 176 JC 950 478

Bond, Minyon Mickie
Have You Ever Seen a Voice Talking?...Well, I Have!
PUB DATE- May 95
NOTE- 9p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (17th, Austin, TX, May 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; Communication Problems; Community Colleges; Deaf Interpreting; *Deafness; Educational Strategies; *Instructional Effectiveness; *Special Needs Students; Teaching Methods; Two Year Colleges; *Two Year College Students; *Writing Improvement; Writing Skills
IDENTIFIERS- *Internet

At Phoenix College, in Arizona, most classes have seen an increasing number of disabled students, but usually only one student with a given disability is present. When five deaf students enrolled in a Plants and Society course in fall 1994, the instructor became aware of problems which were not evident with single disabled students. First, although sign

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Role; Community Colleges; Faculty Development; *Institutional Mission; Newsletters; Program Development; Program Implementation; *Teacher Attitudes; *Two Year Colleges; *Writing Across the Curriculum; Writing Improvement; Writing Skills

Writing Across the Curriculum (WAC) developed around the understanding that writing is a developmental, incremental procedure that is intimately linked to thinking. Two major branches in the WAC movement are the write-to-learn focus, or the push to incorporate writing tasks solely as strategies for teaching and learning course material, and the use of writing-in-the-disciplines courses to improve students' writing and communication skills. WAC is important at two-year colleges because of the varied nature of their mission: They seek to prepare students for further study, but also offer associate degrees in arts and sciences and certificate programs that prepare students for the world of work. Research estimates that 60% of new jobs will require solid reading and writing skills, but only one in four employees will have them. In planning a WAC program, it is important that the program: (1) be a grassroots effort started by interested faculty; (2) tie program goals to the college's mission statement; (3) offer faculty across the curriculum support in the form of mentor systems, workshops, newsletters, paired classes, and team teaching; and (4) offer student support in the form of a full-service writing center with tutorial assistance. (Contains 17 references.) (Three sample issues of a Writing Across the Curriculum newsletter from Tarrant County Junior College, in Texas, are appended, providing results from surveys of faculty regarding their writing attitudes and practices.) (KP)

ED 387 193 JC 950 497

Clowes, Darrel A., Ed.; Hawthorne, Elizabeth M., Ed.
Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accreditation (Institutions); *Administrative Organization; Articulation (Education); College Curriculum; College Students; *Community Colleges; Comparative Analysis; Curriculum Development; *Differences; Educational Trends; *Institutional Characteristics; Institutional Mission; Institutional Role; *Proprietary Schools; *Student Characteristics; Two Year Colleges

This volume describes characteristics of proprietary schools, or for-profit schools that focus primarily on career and technical education, and explores similarities, differences, and points of linkage between proprietary schools and community colleges. The following articles are included: (1) "Community Colleges and Proprietary Schools: Conflict or Convergence?" by Darrel A. Clowes; (2) "Changes in Mission, Governance, and Funding of Proprietary Postsecondary Institutions," by Jon A. Hittman; (3)

parent language and interaction, and 20 figures of data. Contains 88 references. (AP)

ED 387 211 PS 023 459

Burden, Paul R.
Classroom Management and Discipline: Methods To Facilitate Cooperation and Instruction.
PUB DATE- 95
NOTE- 381p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; *Behavior Problems; Change Strategies; *Classroom Environment; Classroom Research; *Classroom Techniques; Cooperation; Curriculum Development; Discipline; *Discipline Policy; Discipline Problems; Educational Planning; Elementary Secondary Education; Intervention; Motivation Techniques; Parent Teacher Cooperation; Punishment; *Student Behavior; *Teacher Student Relationship
IDENTIFIERS- *Behavior Management

Designed to provide comprehensive, research-based coverage of classroom issues, this book is a synthesis of the research base on classroom management and discipline. Factors for establishing an effective classroom management system are presented, and specific actions are offered to restore order if misbehavior occurs. The content is applicable for teachers at all levels--elementary, middle level, and high school. Each chapter reflects a synthesis of research and best practice. Part 1, "Introduction," explains the dimensions of classroom management, misbehavior, and models of discipline. Part 2, "Getting Organized," examines ways to prepare for the school year, organize classroom and materials, and select and teach rules and procedures. Part 3, "Planning for Management," considers ways to plan for instruction with order and management in mind. Part 4, "Conducting the Class," gives ways to establish a cooperative classroom, to encourage appropriate behavior, and to manage lesson delivery. Part 5, "Restoring Order" provides detailed guidance for ways to successively provide situational assistance and use mild, moderate, and severe responses to misbehavior, focusing on how to deal with difficult students. Each chapter includes the following special features: (1) objectives; (2) decision points, including descriptions of classroom situations that demonstrate chapter issues; (3) teachers in action, including descriptions from teachers concerning methods for dealing with particular problems; (4) major concepts; (5) discussion questions; (6) supplemental activities; (7) key terms; (8) recommended readings; (9) references; and (10) audiovisual resources. (BGC)

ED 387 212 PS 023 466

Smith, Anne Read
Teaching Children Self-Esteem: A Creative Behavior Handbook for After-School Child Care.
PUB DATE- 94
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

through second grade and found that, in learning to read and write, children construct gendered identities and negotiate their social relations with parents, siblings, teachers, and peers; thus even in learning literacy, traditional gender roles in family, school, and society are often unwittingly perpetuated. The book's chapters are: (1) "Learning about Literacy from Children," presenting the assumptions of prevailing research perspectives: emergent literacy, social construction of literacy, and literacy as social status and identity; (2) "The Roots of Literacy Learning in Families," introducing four of the children and their families and showing how literacy is grounded in family relations and how children constructed their own orientations toward literacy; (3) "Literacy Instruction in the Kindergarten Classroom," presenting the pedagogical context of children's literacy learning, and the approach to literacy learning in the kindergarten and its theoretical basis in the various perspectives on literacy; (4) "Children's Orientations toward Literacy in Kindergarten," comparing the classroom literacy learning of two children, and showing that children's responses to a teacher's pedagogical approach result from literacy orientations they had constructed at home; (5) "Tensions in Children's Kindergarten Literacy Learning," focusing on sources of tension in children's literacy learning and in the teacher's choices as related to gender and work issues; (6) "Beyond Stereotypes: The Complexity of Negotiating Gender and Work Relations in Literacy Learning," considering how structuring processes in the family and classroom related to work and gender affect individual literacy learning; (7) "Continuity and Change in First and Second Grade," examining continuity and change in four children's orientations toward literacy; and (8) "Reflections on the Journey," offering final observations on literacy, gender, and work, and arguing that theoretical perspectives that allow fuller and more complex understandings of emergent literacy are needed. An appendix summarizes the data collected on the children. Contains over 200 references. (TM)

ED 387 229 PS 023 564

Fitzpatrick, Mary Anne, Ed.; Vangelisti, Anita L., Ed.
Explaining Family Interactions.
PUB DATE- 95
NOTE- 428p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Childhood Attitudes; Communication (Thought Transfer); *Communication Research; *Communication Skills; Discourse Analysis; *Family (Sociological Unit); Family Characteristics; Family Life; *Family Relationship; *Interpersonal Communication; Marital Instability; Marriage; *Parent Child Relationship; Peer Relationship; Sociometric Techniques; Stepfamily
IDENTIFIERS- Communication Patterns; *Family Communication; Relational Communication

A detailed review of current research and state-of-the-art ideas concerning both communication processes and family functioning is presented in this collection of articles. The volume is organized around three sections. Part 1, "The Development of Family Communication Patterns," contains: (1) "Communication in Infancy" (Marguerite Stevenson Barratt); (2) "The Socialization of Person-Centered Communication: Parents' Contributions to Their Children's Social-Cognitive and Communication Skills"

DESCRIPTORS- *Antisocial Behavior; *At Risk Persons; Community Role; Educational Strategies; Elementary Secondary Education; Family Role; *Intervention; Prevention; *Prosocial Behavior; State Surveys; *Substance Abuse; *Youth; Youth Problems
IDENTIFIERS- *Iowa

This report summarizes some of the major findings of the 1993 Iowa Youth Survey, which examined the attitudes and behaviors of 14,400 Iowa students in grades 6-12 in 72 school districts. It lists the percentage of Iowa youth with various internal and external assets (such as educational aspiration, achievement motivation, self-esteem, and prosocial behavior) and deficits (such as a disruptive school environment, alcohol use, abuse, and poverty). The report also lists the percentage of Iowa youth who exhibit various at-risk behaviors, such as frequent fighting, alcohol use, depression, and tobacco use, and patterns of co-occurrence among at-risk behaviors, and discusses the relationship between deficits and at-risk behavior. The dynamics of prevention, the exercise of prosocial behaviors, strategies for improvement in community services for children and youth, and recommendations for families, for educators, for youth organizations, and for youth themselves, are also addressed in a tabular format. A community Strengths Checklist suggests how families, schools, community organizations, and teenagers can contribute to positive youth development. (MDM)

ED 387 248 PS 023 599

Backus, Susan
Why Is Integration in Early Childhood Special Education Beneficial?
PUB DATE- Jun 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Childhood Education; *Educational Attitudes; Education Majors; Graduate Students; Inclusive Schools; *Mainstreaming; Parent Attitudes; Peer Relationship; Role Models; *Special Education; *Special Needs Students; Teacher Attitudes

This study polled 35 early childhood educators pursuing master's degrees in early childhood special education or early intervention concerning the integration of typically-developing children with those who have special needs. A nine-item survey questionnaire was developed to assess the educators attitudes concerning the benefits of such integration. A total of 32 of the 35 educators strongly agreed or agreed that benefits included typically-developing and special needs children serving as role models for each other and typical children serving as language models for children with special needs. Only 22 of the educators strongly agreed or agreed that integrated classrooms encouraged parents of special needs children to have more realistic expectations for their children. (Contains 17 references.) (MDM)

ED 387 249 PS 023 600

Greydanus, Donald E., Ed.
Caring for Your Adolescent: Ages 12 to 21. The Complete and Authoritative Guide.
PUB DATE- 91
NOTE- 326p.
LANGUAGE- English

to general self-esteem. The relations between self-concept in some domains and general self-esteem appeared to depend on how important the domain was to the individual and on how importance was assessed. (Contains 55 references.) (MDM)

ED 387 269   PS 023 665

McLane, Meredith L.
A Model Handbook for Child Care Administrators To Increase Parent Involvement.
PUB DATE- 95
NOTE- 111p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Administrator Guides; Administrator Role; Criticism; *Day Care Centers; Early Childhood Education; *Parent Participation; Parent School Relationship; Practicums; *Program Development; *Program Evaluation

This practicum paper documents the development and distribution of a handbook for child care administrators designed to increase parent involvement. It provides a review of the literature on parent involvement in day care centers and outlines the process used to develop the 12-page handbook. The handbook includes ways in which to measure the current level of parent involvement in child care settings and suggestions to increase future parent involvement. The handbook was distributed to 10 child care administrators for evaluation. A survey of the administrators found that most responded favorably to the handbook and considered it a useful tool to increase parent involvement. (Ten appendices include copies of cover letters, administrator surveys, administrator comment forms, implementation plan, and the handbook itself. Contains 31 references.) (MDM)

ED 387 270   PS 023 669

Hollifield, John H., Ed.
Excitement in Eight Schools: Schools, Families, and Students Get Stronger When Parents and Teachers Take Collaboration into Their Own Hands.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Case Studies; Chinese Americans; Cooperative Planning; Cultural Influences; Early Childhood Education; Educational Attitudes; *Educational Research; Elementary Secondary Education; *Family School Relationship; *Integrated Services; Parent Attitudes; *Parent Participation; *Parent Teacher Cooperation; Poverty; Program Descriptions; *School Activities

This report reviews recent initiatives to improve family-school collaboration and communication. The six articles are: (1) "Schools, Families, and Students Get Stronger When Parents and Teachers Take Collaboration into Their Own Hands," which various factors within the family setting that may influence Chicano children's academic development. Such factors include the mother-child relationship, maternal teaching behaviors, mother's educational attainment, family size and sibling structure, socioeconomic status, home language, single parenting, home environmental processes (parent behaviors), and parent beliefs and aspiration. Also reviewed are intervention experiments that involved training parents to adopt behaviors that facilitated their children's academic success, and studies of the effects of parents' beliefs on boys' and girls' mathematics achievement. In addition to the family, the microsystem contains other settings that can be important socializers and determinants of academic development, including the school itself, the peer group, and the media. More research is needed to examine how the socialization process interacts with other levels of the environmental ecology to create and maintain patterns of ethnic group differences in academic learning, scholastic motivation, and movement through the schooling process. Contains 139 references. (SV)

ED 387 287   RC 020 232

Valencia, Richard R.; Aburto, Sofia
The Uses and Abuses of Educational Testing: Chicanos as a Case in Point. Chapter 8.
PUB DATE- 93
NOTE- 51p.; In: Chicano School Failure and Success: Research and Policy Agendas for the 1990s; see RC 020 224.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Culture Fair Tests; Educational Research; *Educational Testing; Elementary Secondary Education; Evaluation Research; Higher Education; Intelligence Tests; *Mexican American Education; Mexican Americans; Minimum Competency Testing; Minority Group Children; Standardized Tests; *Student Evaluation; Teacher Competency Testing; *Test Bias; *Test Use
IDENTIFIERS- *Chicanos; Hispanic American Students; *Nondiscriminatory Assessment

A persistent problem in U.S. educational research has been how to explain the continuing low performance on standardized tests by certain racial and ethnic minority-group students, such as Chicanos. This chapter identifies abusive practices stemming from standardized testing that help to shape school failure among Chicano students, and discusses proactive research and policy strategies to enhance Chicano school success. Following a brief overview of the functions of educational testing, test abuse with respect to Chicano students is analyzed for intelligence tests and competency based tests. The section on intelligence testing covers history, early efforts in the 1960s and 1970s to provide nondiscriminatory assessment for Chicano students, test bias research and Chicanos, the responsibilities of test publishers and school psychologists in helping to promote nondiscriminatory assessment, and the need to link nondiscriminatory assessment with nondiscriminatory schooling. The section on competency testing covers minimum competency tests used as standards for high school graduation and teacher competency tests, and focuses on concerns about the psychometric integrity of tests and the reliance on tests as the sole or primary source of data for educational decision making. Impacts on minority group students and on the supply of Chicano and bilingual teachers are examined. Along with abusive testing practices, the notion of limited "educability" also is student self-esteem, and authentic and objective treatment of American Indian life); (3) use of an evaluative checklist for American Indian materials of reference value as a selection tool; (4) publishing American Indian books; and (5) incorporating American Indian resource materials into the curriculum. Part 1 contains 96 references and a list of 46 selected American Indian bibliographies. Part 2 is an annotated bibliography of selected American Indian books of reference value for school-age children. The 239 entries are listed alphabetically by author within the major Dewey Decimal classification areas. Each entry contains author, title, publisher, pages, reading level, subject descriptors, and annotation. Appendix contains publishers' addresses. This book includes an author/title index and a subject index to annotations. (SV)

ED 387 304   RC 020 301

Allen, John C.; Dillman, Don A.
Against All Odds: Rural Community in the Information Age. Rural Studies Series.
PUB DATE- 94
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Agriculture; *Citizen Participation; Community Action; *Community Control; Community Development; Community Organizations; *Community Relations; Community Role; Community Study; Community Surveys; Elementary Secondary Education; Identification (Psychology); Interpersonal Relationship; *Rural Education; Rural Youth; *Small Towns; *Social Attitudes
IDENTIFIERS- Community Viability; *Sense of Community; Washington

This book explores how community functions in "Bremer," a small rural town in eastern Washington. Human interactions in a variety of contexts are analyzed within a framework that posits three distinct eras of social and economic organization: community-control, mass-society, and information eras. Contexts examined are farming (the economic mainstay of Bremer), other businesses, community organizations, gender roles, medical care, the school, religion, social life, and the annual Bremer Fair and Stock Show. At the U.S. societal level, the community-control era, in which people's lives are focused on and constrained to their community of residence, is mostly past. But in Bremer, community-control processes persist to a remarkable extent. In every sphere of life, there exist ascribed behaviors, informal rules, particularistic decisions, concern with the whole person, concern with tradition, and other community-guided behaviors. Descriptions of two school board meetings and what happened between the meetings illustrate how these behaviors foster community involvement in decision making and eventual acceptance of an unpopular cooperative agreement with another school district. On a daily basis, Bremerites are engaged in a struggle between maintaining community processes and responding to the intrusions of mass society. This struggle is most evident in the school, which is at the heart of Bremer's identity but which must satisfy state mandates and prepare children for possible employment in the outside world. For those who would build intentional community in other places, the final chapter offers insights into the reasons for the persistence of community in Bremer as well as the price that individuals must pay for community. An appendix describes research methodology. This book contains 53 references and an index. (SV) operation and maintenance of integrated electrical and mechanical systems; to the safety-mindedness of the individuals performing the work in these hoods and the impact of fume hoods on indoor air quality. Personal safety must be the overriding consideration at each fume hood and must dictate appropriate design, installation, and operational protocols. The compilation and promulgation of such criteria are the principal objectives of this paper which is based on a review of the existing Board of Regents of the University System of Georgia "Design Criteria." When implemented these electrical, mechanical, and human control guidelines should promote the continued safety of students, faculty members, and staff members who design, operate, and maintain chemical fume hoods in the academy in general and in the Regent's System in particular. Topics covered include: historical perspective, recent fume hood application trends, fume hood manufacturers and laboratory furniture manufactures, general and specific recommendations, observations and additional suggestions, and conclusions. Contains 8 endnotes and 23 references. (JRH)

ED 387 324 SE 056 635

Willis, Scott
Reinventing Science Education: Reformers Promote Hands-On, Inquiry-Based Learning.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Constructivism (Learning); *Cooperative Learning; Educational Change; Elementary Secondary Education; *Hands on Science; *Inquiry; Misconceptions; *Science Education
IDENTIFIERS- National Science Education Standards; *Reform Efforts; Scope Sequence And Coordination

In most classrooms science has been presented as an inert body of knowledge to be assimilated rather than a process of inquiry and a way to make sense of our world. This traditional approach has allowed teachers to cover a great many topics but the quality of learning that it has yielded has proven disappointing. This article outlines some major reform efforts aimed at changing that situation including: the Scope, Sequence, and Coordination (SS&C) of Secondary School Science projects; Project 2061; and the new National Science Education Standards and describes their impact using examples from classroom observations. The related views of some science educators are also presented. Contains a list of nine organizations that can provide resources for improving science education. (JRH)

ED 387 325 SE 056 643

Hwang, Bao-tyan
Students' Conceptual Representations of Gas Volume in Relation to Particulate Model of Matter.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

understanding and solution of school arithmetic word problems. In the first study a set of word problems was collectively administered to 75 fifth-graders during a typical mathematics lesson. Half of the problems were standard items that could be unambiguously solved by applying the most obvious arithmetic operations with the given numbers, while the other half were problematic items for which the appropriate mathematical model was less obvious and indisputable. In the second study a similar problem set was individually administered to 30 fifth-graders in an attempt to collect more fine-grained data about the strength and awareness of conceptions and beliefs concerning the role of real-world knowledge in understanding and solving word problems. The results of both studies support the hypothesis that students tend to exclude common-sense knowledge and realistic considerations during the solution of arithmetic word problems. Furthermore, this tendency seems to be rooted in implicit but resistant beliefs about the role of real-world knowledge in mathematical modeling of school word problems. Contains 20 references. (Author/MKR)

ED 387 346 SE 056 793

Weiss, Iris R.
Mathematics Teachers' Response to the Reform Agenda: Results of the 1993 National Survey of Science and Mathematics Education.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Higher Education; *Mathematics Instruction; *Mathematics Teachers; National Surveys; Secondary School Teachers; Surveys; Tables (Data); *Teacher Attitudes; *Teacher Education; Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; *NCTM Professional Teaching Standards

The NCTM Standards call for the introduction of challenging mathematics content for all students beginning in the early grades. If teachers are to guide students in their exploration of mathematics concepts, they must themselves have a firm grasp of powerful mathematics concepts. This paper uses data from the 1993 National Survey of Science and Mathematics Education and focuses on results in relation to teacher preparation, teacher pedagogical beliefs, teacher perceptions of their preparation, and the school as a collegial work place envisioned by the NCTM Standards documents. Results showed that while elementary teachers tend to be confident of their ability to use reform-oriented strategies, such as cooperative learning, they are not well prepared to teach a number of mathematics content areas recommended for the early grades. In contrast, high school teachers are more likely to have extensive preparation in mathematics, but are less supportive of the use of reform-oriented instructional techniques and less confident of their ability to do so. Increased opportunities for high quality inservice education and substantial changes in preservice education are essential to meet the needs of the many mathematics teachers who are not prepared to implement the NCTM Standards. (MKR)

DESCRIPTORS- *Biculturalism; Civil Rights; Comparative Analysis; Consciousness Raising; *Cross Cultural Studies; Cultural Background; Cultural Differences; Cultural Education; Cultural Influences; *Cultural Pluralism; Cultural Traits; Culture Contact; Ethnic Relations; Ethnic Studies; *Females; *Feminism; Global Education; International Education; Life Style; *Multicultural Education; Sex Differences; Sex Discrimination; Sex Role; Sex Stereotypes; Subcultures; Womens Education; Womens Studies

This series of 14 essays focuses on experiences of women who have made cross-cultural transitions. Cross-cultural transitions refer to moving across cultures, usually from one country to another or across subcultures within one society. The essays document what individual women perceived, how they felt when in the process of moving from one culture to another, and what the consequences of the transition were for them. This volume presents common themes and issues raised by accounts of cross-cultural transition. Women's experiences, collectively, differ from men's due to socialization. There are three parts in the volume. Part 1, "Reflections of Mature Women," contains the following essays: (1) "Parental Variations in a Hungarian Immigrant Experience" (Marga Kapka); (2) "Proud to Be a Japanese-American" (Jean Umemura); (3) "A Francophone Korean in America" (Irene Kwanghye Lee Olivier); (4) "A Palestinian's Struggle with Cultural Conflicts" (Rima Najjar); (5) "A Zanzibari Woman's Realization of Her Mother's Dream" (Alwiya S. Omar); (6) "Exploring Cultural Homelessness: At Home Here, There, and Nowhere" (Mercedes Morris Garcia); and (7) "Lost and Found" (Dagrun Bennett). Part 2, "Perception of College Women," contains the following: (1) "A Divided Life: Wanting to Be in Two Cultures at Once" (Nicolina Cobo); (2) "Trying to Understand: A Sri Lankan in an American College" (Rika Franke); (3) "Learning to Value One's Heritage" (Xing Chun Zheng); (4) "Most Difficult but Most Valuable Experience" (Yuko Kanda); (5) "Caribbean-American Transitions" (Charmaine Barnard); and (6) "Black and White" (Shirley Ann Williams, Jr.). Part 3 contains the essay "Reflections of a Cultural Commuter" (Birgit Brock Utne). (EH)

ED 387 367 SO 024 862

Beyond Title IX: Gender Equity Issues in Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 93
NOTE- 36p.; For a companion document, see SO 024 863.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Discrimination; Elementary Secondary Education; *Equal Education; *Equal Facilities; Equal Opportunities (Jobs); *Federal Legislation; Females; Higher Education; Law Related Education; *Sex; *Sex Discrimination; *Sex Fairness; Sexual Abuse
IDENTIFIERS- *Title IX Education Amendments 1972

This document is one of a two-part set of publications. Both deal with equal education and provide a concise overview of Title IX and gender equity issues in education and steps to take to ensure nondiscrimination and equal education opportunity for all. Title IX of the Education Amendments of 1972 mandates that schools not deny any student participation in any educational program or activity on the basis of sex. The reality is that while many schools adhere to the legal requirements of Title IX, they do not necessarily grant girls a full measure of equal educational opportunities. At one level, schools have made much the United States and the World"; (10) "Exploration, Expansion, Knowledge"; and (11) "Mapping the United States." (EH)

ED 387 388 SO 025 236

Sunshine, Catherine A.; Menkart, Deborah, Ed.
Teaching about Haiti. Caribbean Connection Series. Third Edition.
PUB DATE- Oct 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Democracy; Foreign Countries; Global Education; Instructional Materials; *Latin American Culture; *Latin American History; Latin Americans; *Multicultural Education; *Political Issues; *Political Power; *Racial Relations; Secondary Education; World Affairs
IDENTIFIERS- *Haiti

These materials are designed to help students bridge the gaps in the news and their textbooks about the country of Haiti and to provide suggestions for further research. The following framework is suggested for studying Haiti today: (1) Haiti's current crisis is best understood in historical perspective; (2) the U.S. government has heavily influenced Haitian society in the 20th century; (3) racism has been an important factor in shaping United States/Haitian relations; (4) popular movements play a crucial role in Haiti; (5) President Aristide should be presented in his social context; and (6) a key concern is the role of the Haitian people in determining their country's policies. The volume contains: (1) "Haiti's History"; (2) "Maps"; (3) "Studying the Media"; (4) "Roots of Poverty"; (5) "Aristide"; (6) "Roots of Democracy"; (7) "Haitian Voices"; (8) "The Konbit"; (9) "Folktales"; (10) "Vodou"; (11) "Songs of Resistance"; (12) "Teaching/Action Ideas"; (13) "Resource Guide"; and (14) "Proverbs." (EH)

ED 387 389 SO 025 238

Stern, Marc D.
Religion and the Public Schools: A Summary of the Law.
PUB DATE- 94
NOTE- 47p.; For a related document, see SO 025 239.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Creationism; Dress Codes; Elementary Secondary Education; *Laws; *Public Schools; Released Time; *Religion; Religious Holidays; School Prayer; *State Church Separation; Teacher Responsibility; Teacher Rights; Values Education
IDENTIFIERS- Religious Freedom

Intended to provide school officials an understanding of the legal aspects of common religious liberty and church-state questions in the public school context, this pamphlet attempts an objective summary of the current status of church-state law as it applies to the public schools. The document seeks to catalogue objectively the law as found in authoritative legal sources. Rather than citing all case law on a specific issue, where earlier decisions are subsumed or superseded by a controlling Supreme Court decision, the pamphlet cites only the Supreme Court precedent. Only when the document believes cooperative learning, and role-modeling, study participants explored children's literature, art and craft materials, maps and globes, creative activities, music, language arts, mathematics, and science to establish a sound conceptual framework. Analysis of the data verified that students studying to be elementary teachers can access geography concepts and vocabulary from their content courses and have a positive experience in a social studies methods class. Preservice educators' enthusiasm and confidence were very high at the course's conclusion. Appendices include: lesson plan outline; journal information; writer-generated instruments: reports and surveys; writer-constructed measures that were used for competency in U.S. geography, world geography, and western hemisphere geography; and examples of discussion outlines. Contains 54 references. (EH)

ED 387 410   SO 025 323

Holtzman, Joan, Ed.
Sustainable Economics: A Supplementary Curriculum for High School Economics Courses.
PUB DATE- 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Capitalism; Ecology; *Economic Development; Economic Factors; Economic Impact; Economic Research; *Economics; Economics Education; Ethics; *Free Enterprise System; Instructional Materials; Integrity; Secondary Education; Social Studies; *Sustainable Development

This curriculum supplement has the following goals: (1) to promote an understanding of the assumptions and values that underlie the free market economy; (2) to articulate the relationship between our economy and contemporary global issues (i.e., environment, poverty, war); and (3) to provide examples of constructive ideas and projects that have been developed to create a more sustainable economy. The curriculum is intended as a supplement to any standard high school economics text and aims to create a framework for examining the ethical implications of economic concepts and the possibilities for reform. The unit consists of seven lesson plans and 15 activities. The lesson plans include the following: (1) "What is Economics?"; (2) "Economic Systems"; (3) "The Market System"; (4) "Competition in the Market"; (5) "National Security, Military Spending & the Federal Budget"; (6) "Converting the Military Economy"; and (7) "Measuring Economic Success." (EH)

ED 387 411   SO 025 326

Czaplewski, Daniel P.
Elementary Students Translating Values into Action Using an Enrichment Model for Lutheran Schools.
PUB DATE- Aug 94
NOTE- 56p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- *Citizen Participation; *Citizenship; Citizenship Responsibility; *Community Action; Community Development; *Enrichment; Humanitarianism; Intermediate Grades; Junior High

Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship Education; Civics; *Conflict; *Conflict Resolution; Crime; Decision Making; Delinquency; Elementary Secondary Education; Interpersonal Communication; *Juvenile Justice; *Law Related Education; Problem Solving; Social Control; Social Studies; *Violence; *Youth Problems
IDENTIFIERS- ERIC Digests

This digest addresses the topic of increasing violence among and against youth in society. The opening section "What Personal Qualities Are Associated with Reduction of Violence," identifies: (1) problem-solving and reasoning skills; (2) social capacities; and (3) a productive sense of purpose, independence, and power. The section "What Can Teachers and Parents Do to Foster Non-Violent Conflict Resolution?" suggests the following actions: (1) Expect children to achieve high standards; (2) Provide meaningful opportunities for participation; (3) Recognize positive accomplishments; and (4) Provide positive role models for children. Also discussed is how law-related education can address the problems of violence by and against youth. Contains 13 references. (EH)

ED 387 432 SO 025 491

The Role of Civic Education: A Report of the Task Force on Civic Education.
PUB DATE- 95
NOTE- 17p.; Paper presented at the Annual White House Conference on Character Building for a Democratic, Civil Society (2nd, Washington, DC, May 19-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Civics; *Curriculum Enrichment; Democracy; *Democratic Values; Elementary Secondary Education; Social Studies
IDENTIFIERS- *Character Education

Democracy is not a "machine that would go of itself," but according to this paper, must be consciously reproduced, one generation instructing the next in the knowledge and skills, as well as in the civic character and commitments required for its sustenance. This paper invites concerned citizens to join in a nation-wide discussion of civic education, what its principal goals should be, and how civic education can be revitalized. It stresses the role of parents, the media, and private associations in helping children develop into informed and effective citizens. The paper stresses, however, that schools bear a special and historic responsibility for the development of responsible citizens. Schools, therefore, should give sustained and systematic attention to civic education from kindergarten through high school. The paper addresses five questions: (1) What is civic education and what should its principal goals be? (2) What evidence is there of the need to improve civic education? (3) What is the relationship of civic

education and character education? (4) What are the oral history techniques to elicit a spectrum of oral histories from the diverse backgrounds of her Los Angeles (California) students. In "Poetry from the Far Side" Phyllis B. Schwartz uses a cartoon about adolescence in different species--a parallel to the differing ethnic and cultural backgrounds in many schools--to evoke poetry from students who denied interest in poetry and in sharing emotions in the classroom. "Sestina for a Grande Dame" by Fredric Lown is a poem, a memoir of Lown's grandmother. In "The Overwhelming Question: Integrating the ACLS Curriculum Project, 'Teaching for Understanding,' and 'The Love Song of J. Alfred Prufrock,'" Joan Soble describes show teaching and relationships enrich her understanding of the traditional curriculum. In "A Matter of Trust" Richard Young analyzes "truth" in the writings of Robert Lowell, Alex Haley, and Malcolm X. (Most essays contain references.) (JB)

ED 387 451 SP 036 207

Bacharach, Nancy; And Others
Learning Together: A Manual for Multiage Grouping.
PUB DATE- 95
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Cross Age Teaching; Curriculum Development; *Educational Theories; Elementary Education; Evaluation Methods; Heterogeneous Grouping; Instructional Innovation; *Mixed Age Grouping; Models; Preschool Education; Program Development; *Program Implementation; Teacher Attitudes; *Teaching Methods

This volume provides an examination of the theoretical basis for preschool through elementary school multiage grouping, a realistic picture of what it looks like, some guidelines for planning and implementing a multiage model, and recommendations from practicing multiage teachers. Chapter 1 defines multiage grouping and provides a brief history of the movement. Chapter 2 supplies the theoretical framework by examining which theories contribute to the creation of a solid foundation upon which multiage grouping is built. The theories are cognitive, social learning, sociocultural, psychosocial, and ecological. Chapter 3 provides the readers with the common beliefs and the curricular, instructional, and assessment elements inherent in multiage settings. Chapter 4 describes four sites that are currently using multiage models. Chapter 5 follows with some down-to-earth advice on how to get stared and how to be assured that a program will be solid enough to overcome some of the barriers that are inherent in any change. Chapter 6, the final chapter, pulls all the pieces together by providing teachers' perceptions of advantages and disadvantages, as well as advice and encouragement. A glossary and an index are included. (Contains 63 references.) (JB)

ED 387 452 SP 036 213

Brylinsky, Jody
Diffusing of Gender Equity in Sport: Using Innovation vs. Compliance.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB DATE- May 95

NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Development; Community Colleges; Grade Point Average; Individual Development; *Institutional Research; *Low Income Groups; Outcomes of Education; Remedial Instruction; Self Evaluation (Individuals); Student Attitudes; Student Characteristics; Student College Relationship; *Student Development; Student Experience; Student Participation; Study Skills; Technical Education; Two Year Colleges; *Two Year College Students; Vocational Education; *Welfare Recipients

IDENTIFIERS- *AIR Forum; Tennessee

This study of 528 Tennessee welfare recipients enrolled in regular community college vocational or technical programs examined academic background, personal characteristics, student attitudes, college experiences, and learning outcomes. These students were primarily single parents who received Aid to Families with Dependent Children benefits and were voluntarily attending the community college. The Community College Student Experiences Questionnaire was used to obtain: demographic information, measures of student involvement, satisfaction with the community college experience, involvement with clubs and organizations, and participation in learning and study skills instruction. Multiple regression analyses were undertaken to determine predictors of grade point average (GPA), students' self-assessments of gains in career preparation, and self-assessed growth in personal and social development. Student involvement in course activities and clubs were significant predictors of students' self-assessments of progress in personal and social development. For gains in career preparation, involvement in clubs and vocational courses were significant predictors. Satisfaction with the college environment as well as instruction in learning and study skills were significant predictors of both self-assessed career preparation and personal development. (Contains 32 references and 3 tables.) (SW)

ED 387 006 HE 028 587

Volkwein, J. Fredericks; Lorang, Wendell G.

Characteristics of Extenders: Full-Time Students Who Take Light Credit Loads and Graduate in More Than Four Years. AIR 1995 Annual Forum Paper.

PUB DATE- May 95

NOTE- 46p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bachelors Degrees; *College Credits; *College Graduates; Higher Education; *Institutional Research; *Program Length; *Scheduling; Student Characteristics; *Time

IDENTIFIERS- *AIR Forum; *Time to Degree

This study examined reasons that some full-time students take longer than normal to complete a bachelor's degree, and whether students who extend their program are more like those who take only 4 years to graduate or are more like dropouts. One part of legal questions, reviews central features of a college employment contract, specific issues (such as contract variations), explicit variation with consent of all parties, termination of the contract, key features of the contract change process, imposed contract change through dismissal and re-engagement, and two phases of imposed contract change. A section on the administrator's role explores effective delivery of new terms and conditions, staff responses and relations, and a checklist of 14 key areas that administrators should address. An appendix lists 14 options for gradual change. (Contains 15 references.) (JB)

ED 387 024   HE 028 605

Brownlow, Sue, Ed.
Managing Quality Assurance at the FE/HE Interface. Mendip Papers. Papers Presented at the Annual Joint Conference of the Staff College and the Society for Research into Higher Education (1994).
PUB DATE- 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accrediting Agencies; *College Administration; Educational Quality; Foreign Countries; *Institutional Evaluation; Postsecondary Education; Quality Control; Standards
IDENTIFIERS- Business and Technology Education Council; Further Education Funding Council (United Kingdom); Higher Education Quality Council (United Kingdom); United Kingdom

This publication presents seven papers as well as workshop summaries from a conference on managing quality assurance frameworks of further education and higher education validating bodies in the United Kingdom. Two opening papers reflect on managing quality assurance: "Key Issues" (Anne Stennett) and "Quality Fears at the FE/HE Interface" (John Bird). Three papers represent contributions from three quality regulating organizations--the Higher Education Quality Council, the Further Education Funding Council, and the Business and Technology Education Council--and describe their respective quality assurance frameworks. The papers are: "Managing Quality Assurance and Making it Work" (John Hilbourne); Current Developments in FE: Implications for Quality Assurance at the FE/HE Interface" (Terry Melia); and "Quality: Building it in and Checking it Out (Who Shares Wins)" (Chris Chapman). The third section offers two papers addressing the practical aspects of managing the quality assurance process: "Progression from FE to HE: Managing Quality Assurance Where the Baton is Exchanged" (Mike Abramson) and "Quality Assurance: Managing and Getting the Commitment" (Paul Gallagher and Peter Chambers). A final section summarizes three workshops on the topics of identifying the issues, managing quality assurance, and formulating recommendations for enhancing quality. (JB)

ED 387 025   HE 028 606

State University of New York, Health Science Center at Stony Brook: Clinical Practice Management Plan. Report 94-S-34.
PUB DATE- 29 Aug 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); Educational Finance;

met the New York State Education Department (NYSED) requirements for branch campuses, interinstitutional programs, or exceptions by offering complete academic programs leading to a certificate or degree. Table 4 presents data on the 72 locations which met the NYSED requirements for extension centers or interinstitutional centers by offering more than 15 credit courses or having more than 350 course registrations. Table 5 shows the 571 locations which currently meet the NYSED requirements for extension sites or interinstitutional sites by offering 15 or less credit courses and having 350 or less course registrations. An appendix provides a map of SUNY institutions, a chronology of dates of establishment of SUNY institutions, and a list of related publications. (MDM)

ED 387 043 HE 028 624

The Master Plan for Higher Education.
PUB DATE- Apr 94
NOTE- 123p.; One page contains filled-in print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Accountability; Community Colleges; Cultural Awareness; Cultural Pluralism; Economic Development; *Educational Objectives; *Educational Planning; *Educational Quality; Equal Education; *Higher Education; Master Plans; Statewide Planning
IDENTIFIERS- *Louisiana

This report outlines the Louisiana State Board of Regents' goals for higher education in the state. After summarizing the history of higher education in Louisiana, demographic and economic trends, and the role of higher education in the state, the report discusses five specific goals: (1) improving access to higher education for all citizens without regard to age, race, gender, physical condition, religion, socioeconomic status, or ethnic background through the development of a community college system and the strengthening of agency and institutional cooperation; (2) improving the quality of higher education by promoting student achievement, strengthening faculty resources, enhancing program quality, and strengthening institutional cooperation; (3) promoting economic development in the state through worker training, increased research and development, business-education cooperation, and international exchange; (4) promoting diversity by increasing the cultural awareness of students, faculty, and staff; and (5) promoting effectiveness and accountability by increasing funds for operations and maintenance, eliminating some academic programs while broadening access, and leveraging scarce resources. Three appendixes provide data on external funds generated as a result of state investments in higher education, major research centers and institutes in the state, and the estimated state general fund requirement formula for higher education funding, revised 1993. (MDM)

ED 387 044 HE 028 625

Challenges for a New Era: Student Senate's Vision for the Future of the University.
PUB DATE- Apr 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

problems, the American community college example, tackling the traditional, growth and innovation, library to learning centers, information technology (IT) centers, security consistency and synergy, and a variety of learning methods. The report also discusses student, faculty, and administrator attitudes toward the changes. (MDM)

ED 387 063 HE 028 645

Kiddie Credit Cards. Hearing before the Subcommittee on Consumer
Credit and Insurance of the Committee on Banking, Finance and Urban Affairs. House of Representatives, One Hundred Third Congress, Second Session (March 10, 1994).
PUB DATE- 95
NOTE- 85p.; Serial No. 103-124.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Students; *Consumer Economics; Consumer Education; *Credit (Finance); Financial Problems; Hearings; Higher Education; High Schools; High School Students; Interest (Finance); Marketing
IDENTIFIERS- Congress 103rd; Consumer Credit Laws; Consumer Information; Consumer Organizations; *Credit Cards; Debt (Financial); Debt Financing; Debtors; Personal Finance Training

This hearing transcript presents testimony and discussion of a congressional committee on the marketing of credit cards to high school and college students and the consequences of that activity. Chairman Joseph P. Kennedy opened the hearing with a statement describing aggressive credit marketing to this population and some of his concerns. Ruth Susswein of Bankcard Holders of America, a consumer group, testified on the willingness of credit card suppliers to issue credit to a population without traditional credit credentials, marketing strategies, students incurring large debts, and students' need for knowledge and debt limits. Gary J. Flood of Mastercard International testified that most students use their credit cards wisely and gain valuable credit history and experience. He also described efforts to support personal finance education. Paul Allen of VISA, U.S.A., Inc. testified that college students are responsible consumers who need credit cards for a variety of purchases. He also described personal finance education efforts. Ken McEldowney of Consumer Action testified on the industry's reaction to market saturation by stimulating the use of cards for things such as grocery purchases and by suspending traditional criteria for cardholders. He made recommendations for regulation of this market. Michele Bedell, a college student and her mother, Connie Bedell, testified on Michele's experience and her mother's concerns. The hearing closed with discussion. Prepared statements of the witnesses are also included. (JB)

ED 387 064 HE 028 646

Facilities Inventory and Utilization Study, Fall of 1994; For the State of North Carolina. Twenty-Eighth Edition.
PUB DATE- Sep 95
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *College Buildings; Community Colleges; *Educational Facilities; Facility Case

student motivation and a societal lack of respect for teachers (90%) were serious or very serious problems. Although an average of 88% of the respondents viewed the NII as having a beneficial or very beneficial effect on the general educational environment, the majority of respondents were pessimistic of the NII's ability to alleviate many of the problems in the education sector. Respondents agreed, however, that the implementation of the NII in schools would lead to a beneficial revision in curriculum content (74%), increased computer skills for students (88%), increased student motivation (64%), greater opportunities for students for independent investigation and research (89%) and increased access to information for educators (87%). Arguing against either the government or the private sector solely investing in and building the NII, a large majority of respondents suggested a collaborative effort among federal and state governments, the local community, and the education sector in the development of a vision for the implementation of the NII in schools. Twenty-eight figures and 44 tables illustrate the data. Two appendices provide demographics and the survey questionnaire. (MAS)

ED 387 081 IR 017 281

Hunter, Barbara; Bagley, Carole A.
Global Telecommunications Projects: Reading and Writing with the World.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Writing; Computer Mediated Communication; Computer Uses in Education; *Electronic Mail; Elementary Education; *Global Education; *Group Activities; Problem Solving; Reading Skills; *Telecommunications; Writing Workshops
IDENTIFIERS- *Collaborative Learning; Collaborative Research; Collaborative Writing; Pen Pals; Stillwater School District MN

This paper explores the potential of telecommunications in education. It is proposed that classrooms begin telecomputing by communicating with "electronic pen pals," where students write for a distant audience and learn about different cultures through interaction on the computer. The following three sequential stages of the process are outlined: (1) getting acquainted with pen pals; (2) acting as resources for each other and discussion of common issues; and (3) collaborating on a project. The section on collaboration discusses electronic writing projects, electronic databases, and electronic debates. The use of telecommunications in the development of reading, writing, and collaborative research and problem-solving skills is examined. A telecommunications project that involved children writing for a real audience, conducted in a Withrow Elementary School (Stillwater, Minnesota) sixth grade class, is outlined. Benefits identified from involvement in telecommunications projects are development of literacy skills, personal and interpersonal skills, and development of global awareness. (MAS)

ED 387 082 IR 017 283

Bagley, Carole A.; And Others
The Shared-Ownership Technology Model: Restructuring the Classroom.
PUB DATE- 94

future directions. (Contains 19 references.) (MAS)

ED 387 100 IR 017 317

Kandies, Jerry; And Others
Universal Access and Faculty Training: Keys to the Information Highway for a Small University.
PUB DATE- 95
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; College Faculty; *Curriculum Development; *Educational Technology; Higher Education; Long Range Planning; Needs Assessment; *Small Colleges; Teacher Education
IDENTIFIERS- *Delta State University MS; Technology Plans

This paper describes the process involved in envisioning Delta State University (Mississippi) Division of Computer Information Systems/Office Administration's (CIS/OAD) long-range approach to addressing the university's identified curricular needs. The process included: examining of community needs, assessment of current resources, curriculum development, impediment appraisal, and program evaluation issues. Federal policy for universal access is examined as background information, a local Mississippi initiative in implementing technology preparation coursework is described, and an instructional technology study of 31 public school systems is summarized. The efforts of one small university in an economically depressed area at keeping pace with educational technology are detailed. (Contains five references.) (MAS)

ED 387 101 IR 017 318

Knapp, Wallace C.
Designing and Integrating a Fiber Optic Network with an Existing Copper Network.
PUB DATE- 95
NOTE- 15p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Networks; *Consultants; Futures (of Society); Needs Assessment; *Telecommunications; Two Year Colleges
IDENTIFIERS- Catonsville Community College MD; *Fiber Optics; Project Management; Requests for Proposals

The process that Catonsville Community College (Maryland) went through in moving from a copper to a fiber network is outlined. The discussion addresses the following: describing the need in real terms; building consensus for the project; gaining support by college management; justifying the need for consultant support; writing the request for proposal (RFP) for the consultant; working with the consultant and generating a final report; preparing an RFP for fiber installation and evaluating responses to the RFP; selecting the vendor(s);

Arch, Elizabeth C.
The Baldwin Effect: A Basis for Sex Differences in Attitudes toward Technology and Science.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Attitudes; Educational Technology; High Schools; High School Students; Multimedia Materials; Science Education; *Sex Differences; *Student Attitudes

This paper explores alternative explanations for the persistence of difference between girls and boys in their attitudes toward technology and science. Reference is made to data from a project designed to introduce students in a science course to multimedia technology in a manner that would be conducive to encouraging girls as well as boys to become competent and interested, and therefore willing to pursue further opportunities. The project was launched in a suburban high school in the Pacific Northwest, and involved a project-based, cooperative, student-centered biology course. Pre- and post-tests measured student attitudes toward computers and science, prior experience with computers, and students' sense of efficacy in learning the new technology. They also completed the Bem Scale of Masculinity/Femininity. It was discovered that this careful construction of a learning environment still left differences in attitudes between the sexes, raising the question about the meaning of these differences and the efficacy of proposals to attain equality based on possibly incomplete explanations. A model for participation that emphasizes the importance of individual interests and perceptions of abilities is proposed. Data is presented in four tables and one figure. One figure illustrates the model for the relationship between variables predicting continued participation in science and technology. (Contains 49 references.) (Author/MAS)

ED 387 122 IR 017 350

Van Nelson, C.; Henriksen, Larry W.
Using Neural Net Technology To Enhance the Efficiency of a Computer Adaptive Testing Application.
SPONS. AGENCY- Ball State Univ., Muncie, Ind.
PUB DATE- 94
NOTE- 40p.; A research paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; College Freshmen; *Computer Assisted Testing; Computer Uses in Education; *Efficiency; *Evaluation Methods; Higher Education; Mathematics Tests; Multiple Choice Tests
IDENTIFIERS- *Neural Networks

The potential for computer adaptive testing (CAT) has been well documented. In order to improve the efficiency of this process, it may be possible to utilize a neural network, or more specifically, a back propagation neural network. The paper asserts that in order to accomplish this end, it must be shown that grouping examinees by ability as determined by a two-

Science, Number 85.
PUB DATE- 95
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Context Effect; Educational History; Educational Trends; *Graduate Study; Higher Education; Information Science Education; *Library Education; *Library Schools; Problems; *School Closing
IDENTIFIERS- American Library Association; Historical Background

The issues and forces behind the closing of graduate library schools in the United States are examined. In chapter 1, two arguments that help explain the library school closings are outlined: the business-management and classical-scholarship perspectives. The book continues with a survey of historical trends in American higher education in chapter 2. Since library schools are generally associated with universities, the system of higher education is discussed as the external social context of greatest importance to these schools. Societal forces and trends that affect higher education will affect library schools also. It is seen as essential, therefore, to examine basic historical forces and trends in higher education before the development of American library schools can be fully understood. Chapter 3 looks at the historical development of American library education to provide background for the current conditions encountered in library schools. Chapters 4 and 5 look at problem areas in library education that have contributed to the "prevailing educational malaise." Chapters 6, 7, and 8 deal with ways to take advantage of an opportunity to reform and improve library education. Chapter 9 concludes the book with a summary of key points and further observations. Four appendices include: "Academy of Certified Archivists Role Delineation"; "American Library Association's Standards for Accreditation of Master's Programs in Library & Information Studies"; "American Library Association's Accreditation under the 1992 Standards for Accreditation of Master's Programs in Library and Information Studies"; and "Emporia State University Ph.D. Program." (Contains 49 references.) (MAS)

ED 387 141   IR 055 668

Pungitore, Verna L.
Innovation and the Library: The Adoption of New Ideas in Public Libraries. Contributions in Librarianship and Information Science, Number 86.
PUB DATE- 95
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; History; *Innovation; Library Planning; *Organizational Change; *Public Libraries; Trend Analysis
IDENTIFIERS- Diffusion of Innovations Model; Historical Background; *Public Library Association

This book is concerned with potentially dramatic changes in the public library. It views the library's historical pattern of reactionary, evolutionary change as no longer viable, but in need of being replaced by planned, proactive, and innovative change. The central thesis of the book is that the necessary transformation of the public library from an institution

Statistics; Enrollment; *Enrollment Trends; Ethnic Distribution; Females; Males; *Minority Groups; Personnel Selection; Professional Personnel; Promotion (Occupational); Racial Composition; *School Demography; *Student Characteristics; *Teacher Characteristics; Two Year Colleges
IDENTIFIERS- *University and Community College System of Nevada

This affirmative action report from the University and Community College System of Nevada (UCCSN) provides data on students enrolled and professional and classified staff employed during 1994. Following a seven-page executive summary, tables of student data are provided on gender and race/ethnic designation by campus and percentages of minority student enrollment from fall 1985-94. Next, faculty tables provide data on gender and race/ethnicity by campus/unit and systemwide for 1991-94 and by length of contract (9-10 months versus 11-12 months) for 1994. Then, tables on classified staff provide 1994 data on gender and race/ethnicity for executive, administrative, and managerial employees; other full-time professionals; full-time technical and paraprofessional employees; full-time secretarial and clerical employees; full-time skilled craft employees; full-time service and maintenance employees; and part-time employees. Finally, tables are presented on the gender and race/ethnicity of new hires employed between July 1 and September 30, 1994 and staff eligible for and awarded tenures and promotions from 1993-94. Report highlights include the following: (1) 56% of students were female and 18% were minority; (2) between 1985 and 1994, female enrollment increased 2% and minority enrollment increased 7%; (3) 49% of UCCSN employees were female and 13% were minorities; and (4) during 1993-94, 30% of the 95 faculty awarded tenure were female and 13% were minority, while of the 75 faculty promoted, 39% were female and 13% were minority. (KP)

ED 387 160 JC 950 462

Shreve, Chuck
Retention: NMC Ends Report, July 1995.
PUB DATE- Jul 95
NOTE- 12p.; Graphs by Nancy McArthur. Some graphs contain light print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Outcomes Assessment; Community Colleges; Dropouts; School Effectiveness; *School Holding Power; Student Attitudes; *Student Educational Objectives; Student Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Northwestern Michigan College

In an effort to determine success in retaining students through the successful completion of their educational goals, Northwestern Michigan College (NMC) conducted a study of student outcomes for fall 1994. The study focused on six measurements: fall 1993-94 retention, successful course completion, the effect of mid-semester progress reports sent to students, retention to goal attainment, Student Right to Know longitudinal retention rates, and a survey of 307 of 1,200 students who did not return after fall 1993. Study findings included the following: (1) NMC's full-time retention rate for fall 1993-94 was 55%; (2) fall 1994 students had a successful course completion rate of 81.3%; (3) the highest fall retention rate was in Health Occupations at 97.0%, while the lowest was in the Science and Math Division with 71.9%; (4) of the students notified at mid-semester that their performance was interpreters were present the instructor noticed a communication gap with the students, especially with humor used to illustrate class material. Moreover, the students' grades were well below what they were capable of achieving. The situation was partially remedied when the deaf students chose to split into different lab groups and thus began communicating with hearing students. In addition, the instructor decided to learn about American Sign Language to understand some of the obstacles. Realizing that the Internet would allow deaf students to readily communicate with others while helping to improve written English skills, the instructor also arranged a class on using the Internet for the deaf students. Despite these efforts, three of the students eventually dropped out of the college, while the other two transferred to state universities. It is determined that future hearing disabled students at the college will receive computer instruction early in their education. (Includes a list of Internet addresses of interest to deaf students and contains eight references.) (BCY)

ED 387 177   JC 950 480

Cooper, Pamela A., Ed.; And Others
The Tech Prep Handbook: Effective Tech Prep Policies and Practices.
PUB DATE- Aug 95
NOTE- 49p.; Prepared by the Strategic Planning, Evaluation of Curriculum, and Assessment of Performance (SPECAP) project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation (Education); Community Colleges; Consortia; Curriculum Based Assessment; Curriculum Development; *Evaluation Methods; High Schools; Models; Partnerships in Education; Policy Formation; Program Effectiveness; Program Evaluation; State Surveys; *Strategic Planning; Student Attitudes; Student Educational Objectives; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Texas

The Strategic Planning Evaluation of Curriculum Assessment of Performance (SPECAP) project was designed by Texas Tech University to assess the implementation of programs by 25 tech prep consortia in Texas. This report describes the most effective tech prep practices discovered by SPECAP through analyses of consortia planning and implementation documents, questionnaires and telephone interviews, and surveys of student satisfaction. Chapter 1 describes tech prep in Texas and identifies effects of the consortia on Texas education, while chapter 2 describes the SPECAP methodology as focusing on a loop between planning processes, curriculum modifications, and performance assessment. Chapter 3 focuses on exemplary practices related to strategic planning, indicating that successful plans ensure the long-term presence of committed partners, undertake environmental scanning, design flexible school or unit plans, effectively market the tech prep agenda, and internalize and institutionalize programs. Chapter 4 focuses on effective curriculum evaluation, indicating that evaluations should be on a regular basis, involve secondary and postsecondary personnel in the process, work with faculty to integrate standard competencies, and have business and industry representatives validate workplace skills. Chapter 5 describes such exemplary performance assessment practices as providing

"The Story Behind Proprietary Schools in the United States," by Craig A. Honick; (4) "Curriculum as a Path to Convergence," by Cheryl Hyslop and Michael H. Parsons; (5) "Who Are the Students at Community Colleges and Proprietary Schools?" by Xing David Cheng and Bernard H. Levin; (6) "Ties That Bind: Default, Accreditation, and Articulation," by Carolyn Prager; (7) "The Illusion of Convergence: Federal Student Aid Policy in Community Colleges and Proprietary Schools," by Richard W. Moore; (8) "State Oversight of the Proprietary Sector," by Bruce N. Chaloux; and (9) "Proprietary Schools and Community Colleges: The Next Chapter," by Elizabeth M. Hawthorne. Data tables supplementary to the report by Cheng and Levin have been appended. (KP)

ED 387 194   JC 950 499

Rose, Arthur L.
A Semester in the Library with an English 087 Class: A Partnership between Teacher, Students, and Librarians.
PUB DATE- Feb 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; *College English; Community Colleges; *Cooperative Learning; Course Descriptions; Curriculum Development; Group Activities; Library Research; *Library Skills; *Reading Improvement; Student Attitudes; Teaching Methods; Two Year Colleges; Two Year College Students; Writing Exercises; *Writing Improvement

In an effort to improve the motivation of students with negative attitudes toward reading and writing, five student-based library projects were designed in an intensive reading and writing course at New Jersey's Union County College. In the first project, student pairs were asked to find two articles from news magazines of the 1960's and 1970's that revealed something important about the United States, write a report on their findings, and share them orally with the class. The second project involved using the Reader's Guide to Periodicals to find articles on the same or a new topic in three different years, and then compiling a list of nine titles, writing up the best three, and making another oral presentation. The third project was based on the reading of Elie Wiesel's book, "Night." Students were asked to find information about the Holocaust from three separate sources, skim through each to discuss their findings, and write a report on what they had learned, making connections to the book. As the students finished reading Weisel's book, groups of three used the Reader's Guide to find current articles on the Holocaust, select five titles, discuss their reasons for choosing them, and justify them in writing. In the last project of the course, groups of students created an anthology of articlas on television violence, date rape, and teenage drinking using the library's CD-ROM search indexes, such as Infotrac. Working together in small groups, in partnership with their teacher and reference librarians, students in the course improved their reading, writing, and library skills and built confidence in their ability to succeed in college. (KP)

ED 387 195   JC 950 500

Allan, Beverly; And Others
Exemplary Practices: Cost-Effectiveness in Developmental

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *After School Programs; Change Strategies; *Classroom Environment; *Creative Development; Curriculum Development; Elementary Education; Elementary School Curriculum; Elementary School Students; Integrated Curriculum; Parent Participation; Professional Development; *School Age Day Care; *Self Esteem; *Student Centered Curriculum; Team Teaching
IDENTIFIERS- Self Empowerment

This document is a handbook for helping children develop self-esteem through encouraging creative behavior in after school day care. The handbook is meant to be a resource for after school day care providers. Each chapter is structured to describe a creative behavior concept or strategy, explain how and why it works, and when it can best be applied. Twelve chapters cover the following topics: (1) the need for creative behavior in after school care; (2) understanding creative behavior; (3) preparing a safe physical environment; (4) setting limits and explaining consequences; (5) dealing with heckling and teasing in the classroom; (6) mistakes as tools for learning; (7) integration of experience; (8) planning the curriculum; (9) preparing for transitions; (10) team teaching; and (11) communicating with parents. The last chapter offers conclusions, questions, and exercises to encourage self-esteem through developing creativity. The document also includes background information on creative behavior techniques and strategies. (Contains 61 references.) (JW)

ED 387 213   PS 023 470

Rab, Victoria Youcha; And Others
Child Care and ADA: A Handbook for Inclusive Programs.
PUB DATE- 95
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Books (010)
DESCRIPTORS- Caregiver Child Relationship; *Day Care Centers; Day Care Effects; *Disabilities; Disability Discrimination; Early Childhood Education; Early Intervention; *Federal Legislation; *Inclusive Schools; Mainstreaming; Parent Teacher Cooperation; Program Development; Special Education
IDENTIFIERS- *Americans with Disabilities Act 1990; Early Childhood Development Programs; *Individuals with Disabilities Education Act

This book explains federal guidelines for program directors and child care personnel for daily practices and procedures when children with disabilities are admitted to child care programs. The handbook addresses inclusion issues to raise the importance of involving all staff in preparation for efforts to become an inclusive program. Part I begins with definitions of federal laws such as the American with Disabilities Act (ADA) of 1990 and the Individuals with Disabilities Education Act (IDEA) of 1990 and the mandates contained in these acts in terms of provisions for serving children with disabilities. Part II serves as a guide for administrators who want to make inclusion work in their programs and explains the building process child care staff will face to create a supportive environment for the disabled child. Part III discusses the real-world problems and

(Brant R. Burleson, Jesse G. Delia, and James L. Applegate); (3) "Parent-Adolescent Relationships" (Patricia Noller); and (4) "Accounts and the Demystification of Courtship" (Catherine A. Surra, Michelle L. Batchelder, and Debra K. Hughes). Part 2, "Family Relationships in Process," contains: (5) "How Parenthood Affects Marriage" (Ted. L. Huston and Anita L. Vangelisti); (6) "Family Interaction During Problem Solving" (Samuel Vuchinich and Joseph Angelelli); (7) "Family Conflict, Divorce, and Children's Adjustment" (Susan Gano-Phillips and Frank D. Fincham); and (8) "Postdivorce Relations" (Sandra Metts and William R. Cupach). Part 3, "Extending Family Boundaries", contains: (9) "Communication in Three Types of Dual-Career Marriages" (Lawrence B. Rosenfeld, Gary L. Bowen, and Jack M. Richman); (10) "Communication Patterns in Stepfamilies: Redefining Family Roles, Themes, and Conflict Styles" (Nancy A. Burrell); (11) "Communication, Gender, and Power: Homosexual Couples as a Case Study" (Sara Steen and Pepper Schwartz); (12) "The Aging Family" (Marie-Louise Mares); and (13) "Communication and Family Culture" (Alan L. Sillars). (AA)

ED 387 230 PS 023 565

Marsiglio, William, Ed.
Fatherhood: Contemporary Theory, Research, and Social Policy. Research on Men and Masculinities Series, 7.
PUB DATE- 95
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Academic Achievement; Adolescents; Blacks; Child Rearing; Children; Cross Cultural Studies; Divorce; Family (Sociological Unit); Family Life; *Father Attitudes; *Fathers; Longitudinal Studies; One Parent Family; *Parent Child Relationship; *Parent Role; *Social Change; Social Science Research; Stepfamily

Noting the social and cultural changes that have altered fathers' traditional family roles, this anthology examines differences in culture, class, nationality, and custodial status of fathers in families. The articles draw on theoretical and empirical research to focus on legal, economic, and policy matters and the interaction between fathers and children in the family. The articles and authors are: (1) "Fatherhood Scholarship: An Overview and Agenda for the Future" (William Marsiglio); (2) "Reshaping Fatherhood: Finding the Models" (Kerry J. Daly); (3) "Rethinking Fathers' Involvement in Child Care" (Alan J. Hawkins and others); (4) "Developing a Middle-Range Theory of Father Involvement Postdivorce" (Marilyn Ihinger-Tallman and others); (5) "Fathers' Divorce Life Course Patterns and Roles" (William Marsiglio); (6) "Paternal Involvement and Perception toward Fathers' Roles" (Masako Ishii-Kuntz); (7) "Fathering in the Inner City: Paternal Participation and Public Policy" (Frank F. Furstenberg, Jr.); (8) "Fathering Behavior and Child Outcomes" (Jane Mosley and Elizabeth Thomson); (9) "What Fathers Say about Involvement with Children after Separation" (Judith A. Seltzer and Yvonne Brandreth); (10) "Single Fathers with Custody: Do They Change over Time" (Geoffrey L. Greif and Alfred DeMaris); (11) "Stepfathers with Minor Children Living at Home: Parenting Perceptions and Relationship Quality" (William Marsiglio); (12) "The Fathers' Rights Movement: Contradictions in Rhetoric and Practice" (Carl E. Bertoia and Janice Drakich); and (13) "The Future of Fatherhood: Social, Demographic, and Economic Influences on Men's Family

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Adolescent Development; *Adolescents; Childhood Needs; Child Rearing; Developmental Stages; Emotional Development; Family Life; Family Problems; Health; High School Students; Intellectual Development; *Late Adolescents; Life Events; Nutrition; Parent Child Relationship; *Parent Role; Physical Development; *Puberty; Secondary Education; Sexual Identity; Sexuality; Social Behavior; Social Life
IDENTIFIERS- Adolescent Attitudes

The second in a three-volume series of childcare books developed by the American Academy of Pediatrics and Feeling Fine Programs, this reference book addresses medical and parenting concerns related to raising an adolescent. The book provides scientific information and advice on how to promote the physical, emotional, cognitive, and psychological development of teenagers. The book is divided into seven sections as follows: (1) "Parenting an Adolescent," discussing aspects of communication, discipline, and family challenges; (2) "Your Teenager's Physical Growth and Development," including signs of puberty and what is normal in physical development; (3) "Your Teenager's Psychological Growth and Development," focusing on conquering communication problems, alcohol and drug problems, and depression and suicide; (4) "Your Teenager's Sexual Growth and Development," dealing with teenage sexuality, contraception, pregnancy, homosexuality, and protection of teens against sexual abuse; (5) "Your Teenager's Social Growth and Development," discussing the need to belong, feelings of loneliness, friends, and dating; (6) "Education: Normal Aspects and Problem Areas"; and (7) "The Care and Feeding of Your Adolescent," covering parental responsibility put in perspective, nutrition and eating disorders, obesity, sports and exercise, sexually transmitted diseases, and other medical disorders. (BGC)

ED 387 250 PS 023 601

Gibson, Terri S.
Student Evaluation in an Integrated Preschool Classroom.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Check Lists; Classroom Observation Techniques; *Classroom Techniques; Evaluation Methods; Inclusive Schools; Individualized Education Programs; *Portfolio Assessment; Preschool Education; *Special Needs Students; *Student Evaluation

This paper discusses how preschool teachers can use observational and portfolio assessment techniques to evaluate both typical and special needs children in inclusive preschool classrooms. Explaining that portfolios can contain teacher observations, checklists of student activities, and samples of student work, it suggests techniques for organizing student portfolios and integrating them into the individualized education plans (IEPs) of special needs students. The final section concludes that portfolios, when combined with developmental checklists, highlights parent-teacher action research projects at eight schools through eight case studies; (2) "Parent Perceptions and Beliefs about School-to-Home Communications Affect Their Involvement in Their Children's Learning," which presents the results of study of the school-to-home communications practices of 20 teachers; (3) "Poor Rural and Urban Communities Examine Social and Emotional Needs of Their Very Young Children," which summarizes a study of the concerns of parents about preschoolers' development; (4) "Improving Parent Participation in School-Based Programs," which describes an effective parent participation program; (5) "How Chinese-American Parents Support Their Children's Success in School," which summarizes a study on the educational attitudes of Chinese-born and American-born Chinese-American families; and (6) "Four Case Studies Examine Promising Integrated Programs That Empower Families." (MDM)

ED 387 271 PS 023 725

Rosberg, Merilee
Enhancing Learning through Sociodramatic Play.
PUB DATE- 94
NOTE- 13p.; Paper presented at the Educational Conference, "Innovations in Education Significance to Teaching and Learning" (Penang, Malaysia, October 17-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Child Development; Cognitive Development; *Dramatic Play; Early Childhood Education; Experiential Learning; Imitation; Intervention; Learning Activities; Parent Child Relationship; Parent Education; Parent Participation; *Preschool Children; *Pretend Play; *Role Playing; *Social Development; Teacher Role
IDENTIFIERS- *Play Learning; Play Style

The role of sociodramatic play in children's cognitive, social, and physical development is discussed, drawing on observations of work with parents and their children ages 3-5. The paper focuses on the way the teachers guided and facilitated play taking cues from the children. A training session was provided to the parents on ways to play with their children using limited resources. Parent meetings were held once a week while children were in class. Home visits were also conducted. The children attended preschool four mornings a week. During most of the morning they were engaged in guided play activities. It was found that the most valuable learning experiences were when the children engaged in sociodramatic play after the teacher had provided some real-life experiences for them. With guidance, the children became more creative and expanded their interaction and communication with others. The results indicated that the maturity level of all of the children's play improved. They were engaged in more social interactions, problem solving, and group dramatic play. The amount of time spent in sociodramatic play activities also increased as children extended their play. (AA)

ED 387 272 PS 023 734

Ring, Tracey R.
Perceptions of the Future Held by Elementary School Children: A Descriptive Analysis.
PUB DATE- 94

instrumental in creating barriers to educational opportunities for Chicanos. Eight research and policy oriented ideas are offered to improve educational testing and promote Chicano school success. Contains 145 references. (SV)

ED 387 288 RC 020 233

Rueda, Robert
An Analysis of Special Education as a Response to the Diminished Academic Achievement of Chicano Students. Chapter 9.
PUB DATE- 93
NOTE- 22p.; In: Chicano School Failure and Success: Research and Policy Agendas for the 1990s; see RC 020 224.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; *Ethnic Bias; Identification; Intelligence Quotient; Learning Disabilities; *Low Achievement; *Mexican American Education; Mexican Americans; Mild Mental Retardation; *Special Education; Student Placement; Test Bias
IDENTIFIERS- *Chicanos; Hispanic American Students

Although the special education system has become a central institutional mechanism for addressing school failure and low achievement, it is a system unresponsive to the needs of Chicano students. Despite the severity of problems of school failure for Chicano students, interactions with the special education system have largely been characterized by antagonism and apprehension. The potential of special education for addressing this issue is hindered by continued reliance on a paradigmatic model with roots in the medical treatment of severe and organic disabilities. This model continues to be influential although the population served now consists mainly of children with mild learning problems without medical basis and, increasingly, children with diverse cultural and linguistic backgrounds. This prevailing model tends to view culture as a minor factor in learning, and low achievement as a child-centered phenomenon, while emphasizing classificatory uses of student assessment with only minimal applicability to meaningful classroom practice. As a result of legal controversy, much of the work on Chicano students in special education has focused on assessment, specifically claims of bias in intelligence tests, and resulting restrictive and stigmatizing placements. However, a literature review suggests problems in referral, diagnostic, and instructional practices as well. Promising areas for research and policy development include examination of current eligibility determination procedures and funding mechanisms; merger of special, regular, and bilingual education; reconceptualization of low achievement from a broader perspective; and development of more useful assessment practices. Contains 74 references. (SV)

ED 387 289 RC 020 234

Pearl, Arthur
Systemic and Institutional Factors in Chicano School Failure. Chapter 10.
PUB DATE- 93
NOTE- 51p.; In: Chicano School Failure and Success: Research and Policy Agendas for the 1990s; see RC 020 224.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

ED 387 305 RC 020 313

Martin, Philip L.; Martin, David A.
The Endless Quest: Helping America's Farm Workers.
PUB DATE- 94
NOTE- 270p.; Chapter 2 covers "Migrant Education" on pages 31-46.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *Coordination; Databases; Data Collection; Elementary Secondary Education; Farm Labor; *Federal Programs; Higher Education; Immigration; Job Training; *Labor Market; Migrant Education; Migrant Health Services; *Migrant Programs; *Migrant Workers; Preschool Education; Program Descriptions; *Public Policy
IDENTIFIERS- Migrant Education Program; Migrant Head Start Programs; Migrant Health Program

Twelve federal migrant programs currently provide over $600 million annually to assist migrant and seasonal farmworkers and their families. Four programs (the Migrant Education Program, Migrant Head Start, Migrant Health, and job training and ancillary services under the Job Training Partnership Act) account for 90 percent of federal migrant assistance funds. Yet, these programs are engaged in a Sisyphean task because they focus on helping individuals attain a better life (outside the fields) but do nothing to reform farm labor-market conditions. This book describes the evolution and current operations of the four major migrant programs, and offers suggestions for three tiers of reform. Introductory chapters provide a history of the role of the migrant worker in U.S. agriculture, and of public policy that has perpetuated the menial conditions of the farm labor market. Program descriptions cover initial and current objectives, definition of target population, eligibility criteria, program operations, funding, current issues, and coordination with other programs. Three levels of reform are recommended: (1) over the short term, improving program coordination at the national level; (2) over the medium term, improving data on farmworkers by requiring interagency agreement on core definitions and clear assignment to a single agency of data collection responsibility; and (3) over the longer term, deliberately creating public policy that would improve conditions for migrant workers. The most effective policy step would be reducing the number of workers competing for farm jobs through enforcement of immigration and labor laws. Appendices contain the text of recommendations by the Administrative Conference of the United States on migrant program coordination and data collection; a directory of organizations and federal programs providing migrant services; data on farmworker wages, employment, and production; and a glossary of acronyms. This book contains an index and many data tables and figures. (SV)

ED 387 306 RC 020 315

Hayne, Bill
An Eagle's View: Sharing Successful American Indian/Alaska Native Alcohol and Other Drug Prevention Programs. Volumes I and II. The Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 93
NOTE- 147p.
LANGUAGE- English

DESCRIPTORS- *Chemistry; Foreign Countries; High Schools; *Misconceptions; Problem Solving; Science Curriculum; Science Education; *Scientific Concepts
IDENTIFIERS- *Alternative Conceptions; Taiwan (Taipei)

Most high school chemistry curricula contain a unit on gas volume and a unit on the particulate nature of matter. The existence and persistence of adolescent preconceptions about the material nature of gases is an important factor to be considered in the teaching of principles or theories related to gases. The purpose of the study reported in this paper was to investigate the development of the concept of gas volume in junior high, senior high, and university Taiwanese students (N=1,029). Two tests, the group demonstration test of the conception related to gas volume (CFB2AB), and the particulate nature of gas (CFF) test, were administered at the end of the teaching unit concerning gas. Results indicate that though students had studied the principles related to gas volume, the misconceptions they held became apparent when they encountered chemistry problems. The thinking modes of students' answers and reasoning about these kinds of questions were also analyzed in this study. (JRH)

ED 387 326 SE 056 644

Rye, James A.; And Others
A Science-Technology-Society (STS) Critical Issues Course for General Studies Natural Science Credit: The Evaluation of a Pilot Offering.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 23 Apr 95
NOTE- 49p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservation (Environment); Higher Education; *Interdisciplinary Approach; Interviews; *Pilot Projects; Science and Society; *Science Instruction; Scientific Concepts; *Social Sciences
IDENTIFIERS- *Science Technology and Society Courses

This paper describes an evaluation by two science educators of the pilot offering of an interdisciplinary critical issues course in Science, Technology, and Society (STS) designed to fulfill the natural science general degree requirements at a major university. This social science general studies course is an STS interdisciplinary course that emphasizes: how science and technology are stimulated and guided by social institutions and values, the interaction of science and technology and their impact on our lifestyles, and that responsible individuals can exert beneficial influences on technological developments and their social effects. The major sources of data for this evaluation came from interviews conducted with students, module instructors, unit instructors, and the graduate assistant. Topics covered include: interviews with students and the principal findings from these interviews including strengths of the course, changes recommended, and students' perceptions of their own understandings; student interests and desired outcomes; interviews with instructors; and assertions and recommendations. Interview questions are listed in the appendix. Contains 30 references. (JRH)

ED 387 327 SE 056 645

ED 387 347 SE 056 794

Masingila, Joanna O.
Examining Students' Perceptions of Their Everyday Mathematics Practice.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Context Effect; *Information Sources; Intermediate Grades; Interviews; Junior High Schools; *Junior High School Students; *Mathematical Applications; Mathematics Education; Middle Schools; *Student Attitudes; Student Journals
IDENTIFIERS- Middle School Students; *Situated Learning

Students need, through their school mathematical experiences, to build on and formalize mathematical knowledge gained in out-of-school situations. This study examined middle school students' perceptions of how they use mathematics outside the classroom in an attempt to learn more about students' everyday mathematics practice and to close the gap between doing mathematics in school and out of school. Middle school students (n=20) were interviewed before and after keeping a log for a week in which they recorded their everyday mathematics usage. Through the interviews and log sheets, it was found that the mathematics the middle school students perceived using outside the classroom could be classified as one of the six activities that Bishop (1988) has called the six fundamental mathematical activities (counting, locating, measuring, designing, playing, and explaining) but was also strongly influenced by their view of mathematics as school mathematics. Contains 23 references. (Author/MKR)

ED 387 348 SE 056 796

Fan, Xitao
Change in Mathematics Proficiency for Male and Female Students from 8th to 12th Grade: A Study Based on a National Longitudinal Sample.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Longitudinal Studies; *Mathematics Achievement; Mathematics Education; Mathematics Tests; Secondary Education; *Secondary School Students; *Sex Differences; Standardized Tests

Gender differences in mathematics proficiency have received considerable attention. This study explored some potential gender differences in mathematics achievement using data from the 1988 National Education Longitudinal Study. Obvious gender differences in mathematics proficiency did not seem to exist when comparisons were made on central tendency measures. When the high ends of the math score distributions were examined, meaningful gender difference favoring male students emerged. These gender differences increased from the 8th to the 12th grade, and became more prominent as more extreme score ranges progress in eliminating sex discrimination from their policies, programs, and practices. However, vestiges of sex discrimination, sex bias, and sex stereotyping remain. For example, although a policy prohibiting females from enrolling in vocational education courses historically nontraditional to their sex would be rare, girls and young women are not enrolling in large numbers in carpentry, auto mechanics, heating and air conditioning installation, or other such courses. Designed to accompany an updated, annotated summary of the Title IX regulatory requirements, this companion publication focuses on the key gender equity issues facing schools. Some key quetions schools should ask in the realm of student retention are: (1) Does the school's dropout prevention program take into account the needs of both boys and girls as well as minority and non-minority students? (2) What alternative programs are available to girls who are at-risk of dropping out? and (3) What is the underlying set of expectations that the faculty has for girls versus boys? Possible next steps for schools include: to the extent possible, keep accurate data regarding who drops out, why they drop out, what happens to them, and make sure the data are maintained according to sex, race, and ethnicity. (AA/DK)

ED 387 368 SO 024 863

An Annotated Summary of the Regulation for Title IX Education Amendments of 1972.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 93
NOTE- 13p.; For a companion document, see SO 024 862.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Discrimination; Elementary Secondary Education; *Equal Education; *Equal Facilities; Equal Opportunities (Jobs); *Federal Legislation; Females; Higher Education; Law Related Education; *Sex Discrimination; Sexual Abuse
IDENTIFIERS- *Title IX Education Amendments 1972

This document is one of a two-part set of publications. Both deal with equal education and provide a concise overview of Title IX and gender equity issues in education and steps to take to ensure nondiscrimination and equal education opportunity for all. Title IX of the Education Amendments of 1972 is the major federal law prohibiting sex discrimination in educational institutions receiving federal financial assistance. The regulation for Title IX, promulgated in 1975, falls into six categories: general matters related to discrimination on the basis of sex, coverage, admissions, treatment of students once they are admitted, employment, and procedures. With certain exceptions listed in Subpart B of the regulation, the law bars sex discrimination in any academic, extracurricular, research, occupational training, or other educational program (preschool to postgraduate) operated by an organization or agency that receives or benefits from federal aid. The purpose of this annotated summary is to alert educators to Title IX's requirements and to the major changes that have occurred since 1980. The annotations focus only on Title IX issues and are intended to clarify interpretation and application, and explain recent changes that have taken place. A discussion of major sex equity issues facing schools today may be found in the companion document "Beyond Title IX: Gender Equity Issues in Schools." (DK) the decisions themselves are unusually doubtful does it comment on the correctness of decisions/opinions cited. The document includes sections on the law regarding: prayer in school; teaching about religion; use of classroom space for religious activity; holiday observances; release time programs; physical facilities; dual enrollment; distribution of religious literature; baccalaureate services and graduation; scientific creationism; curriculum content; secular humanism; compulsory attendance and religious holidays; dress codes; vaccination requirements; and teachers' responsibilities and rights. The pamphlet concludes with a subject index for quick reference. Included is a separate December 1994 update citing and summarizing recent changes in the law on religion and the public schools. (LH)

ED 387 390 SO 025 239

Religion in the Public Schools: A Joint Statement of Current Law.
PUB DATE- Apr 95
NOTE- 12p.; For a related document, see SO 025 238. Reprinted by NASSP as "A Legal Memorandum" (November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creationism; Dress Codes; Elementary Secondary Education; *Laws; *Public Schools; Released Time; *Religion; Religious Holidays; School Prayer; *State Church Separation; Teacher Responsibility; Teacher Rights; Values Education
IDENTIFIERS- Religious Freedom

Organizations that span the ideological, religious, and political spectrum stand together as they make this a statement of consensus on current law regarding religion in public schools. Each organization professes a commitment to the freedom of religious practice and the separation of church and state that such freedom requires. The statement is devised to aid parents, educators, and students. It offers a summary of current law on school prayer, including: official participation or encouragement of religious activities; teaching about religion; student assignments and religion; the distribution of religious literature; before and after school activities; religious persuasion versus harassment; the Equal Access Act; religious holidays; excusal from religiously-objectional lessons; teaching of values; student garb; and release time. Following the text is an appendix listing contact addresses for organizations associated with this statement. (LH)

ED 387 391 SO 025 244

Lerner, Robert; And Others
Molding the Good Citizen. The Politics of High School History Texts.
SPONS. AGENCY- Smith Coll., Northampton, MA. Center for the Study of Social and Political Change.
PUB DATE- 95
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; *Citizenship Education; *Civics; High Schools; *Politics of Education; *Secondary School Curriculum; Social Studies; Textbook Content; Textbook Evaluation; Textbook

Responsibility; *Values
IDENTIFIERS- *Lutheran Schools

This practicum was designed to bridge the gap between strong values held by a Lutheran school and output from learners in the school that reflected these values. Using the "I Can Make a Difference" model, students in grades five through eight worked during weekly enrichment periods for 12 weeks to select and solve real life problems. The setting was a Lutheran elementary school (preschool through grade eight) in the southeastern United States. Some students worked in groups while others worked as entire classes. The culmination of the enrichment experience was a care fair that displayed the results of the learner projects. Data analysis showed that the anticipated number of projects was exceeded and a learner self-check indicated that learner attitude toward these projects was positive. Parent involvement did not achieve the anticipated level. Learner output reflected the values of the school and made special efforts to improve conditions in the school and community. Appended are: learner self-check forms; enrichment program mentor response; care fair evaluation form; and the enrichment log form. Contains 12 references. (EH)

ED 387 412 SO 025 331

Hanushek, Eric A.; Lavy, Victor
School Quality, Achievement Bias, and Dropout Behavior in Egypt. Living Standards Measurement Study (LSMS) Working Paper No. 107.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Attendance; Developing Nations; Dropout Rate; *Dropout Research; *Dropouts; *Educational Assessment; Educational Quality; Elementary Education; Higher Education; Program Effectiveness; *Program Evaluation; Public Schools; School Effectiveness; *School Holding Power
IDENTIFIERS- *Egypt

This paper demonstrates the analytical importance of employing output-based measures of school quality. The empirical analysis employs data collected in a longitudinal survey of primary school students in Egypt during 2 academic years, 1978-79 and 1979-80. School quality and grade completion are shown to be directly linked, leading to very different perspectives on educational policy in developing countries. Unique panel data on primary school age children in Egypt permit estimation of behavioral school dropout models. Students perceive differences in school quality, measured as expected achievement improvements in a given school, and act on it. Specifically, holding constant the students own ability, achievement and earnings prospects, a student is much less likely to remain in school if attending a low quality school rather than a higher quality school. This individually rational behavior suggests that arguments about a trade-off between quality and access to schools may mis-state the real issue and lead to public investment in too little quality. Further, because of this behavioral linkage, there is an achievement bias such that common estimates of rates of return to years of school will be overstated. The paper includes: (1) Foreword; (2) Abstract; (3) Acknowledgments; (4) Introduction; (5) Egyptian Schooling; (6) Overview of Model--School Quality, and Opportunities Outside School; (7) Estimation Samples; (8) Basic Empirical Results--

characteristics of successful programs in civic education? (5) How can civic education be revitalized? The document concludes with a bibliography. (LH)

ED 387 433 SO 025 492

Branson, Margaret Stimmann
What Does Research on Political Attitudes and Behavior Tell Us about the Need for Improving Education for Democracy?
PUB DATE- Oct 94
NOTE- 21p.; Paper presented at the International Conference on Education for Democracy (Malibu, CA, October, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Democracy; *Education; Elementary School Curriculum; Elementary Secondary Education; Law Related Education; *Political Attitudes; Research; Secondary School Curriculum; Social Studies

This paper is an assessment of recent research on U.S. political attitudes, beliefs, and behaviors and what it says about the need to improve education for democracy. The assessment examines three surveys: (1) the annual Phi Delta Kappa/Gallup survey that looks at attitudes toward public schools; (2) the annual "The American Freshman" report on attitudes and behaviors of first-time, full time students attending U.S. colleges and universities; and (3) the most recent survey of the Times Mirror Center for the People and the Press on the beliefs and behaviors of people that underlie political labels and drive political action. Research discussed also includes "The Harwood Study," which analyzes 10 focus group discussions with citizens from cities around the country, Richard Brody's examination of the effect on political tolerance of the "We the People..." curriculum, and a University of Minnesota curriculum program that concurs with Brody's view that "political tolerance can be taught." The paper concludes with the view that current research shows that education for democracy should be a priority not only in the United States, but throughout the world. Further, more and better research is needed to learn how best to educate for democracy. (LH)

ED 387 434 SO 025 540

Nusz, Nancy J.
Maritime Folklife in Lincoln County. Student Magazine; Curriculum Guide. Oregon Folklife Classroom Series.
SPONS. AGENCY- Lincoln County School District, Oreg.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 94
NOTE- 21p.; A publication of the Oregon Folk Arts Program. Also funded by the Oregon Arts Commission and the Oregon Coast Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Folk Culture; Geographic Concepts; Instructional Materials; Interdisciplinary Approach; Maps; *Maritime Education; Material Culture; Seafarers; Water Resources

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Athletics; *Change Strategies; Civil Rights Legislation; *Compliance (Legal); Elementary Secondary Education; *Equal Education; Equal Facilities; Federal Legislation; Females; Higher Education; Models; Sex Discrimination; *Sex Fairness; Values
IDENTIFIERS- *Equity Theory; *Title IX Education Amendments 1972

This paper examines how treating equity conflicts in sports through an emphasis on compliance with Title IX of the Educational Amendments of 1972 has actually hindered the mass adoption of gender equity in sport and proposes that applying the principles of diffusion would allow desired change to occur as an innovation and therefore be more readily accepted. The nature of such a paradigm shift is considered and support is offered for the perceived failure of the compliance approach due to violation of such theoretical principles as obtaining the understanding and support of administrators and providing real consequences for not changing behaviors. Societal reasons for the unacceptability of the compliance approach are identified, such as the need for the innovative idea to demonstrate an advantage and social support of the idea. In contrast, changing the paradigm to that of innovation is seen in terms of commonly accepted equity principles. Possible system failure points for principle-based equity are identified including: (1) failure of the innovation to offer a relative advantage over existing practices; (2) failure of communication; (3) adoption failure; and (4) failure in innovation implementation. Application of equity principles is seen as permitting adoption in discrete stages and in an empowering climate for dealing with the more difficult resource issues. (Contains 14 references.) (DB)

ED 387 453 SP 036 221

Morshead, Richard W.
Patterns of Educational Practice: Theories of Curriculum.
PUB DATE- 95
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Academic Education; Classical Literature; Competency Based Education; *Curriculum; *Curriculum Development; Educational Philosophy; *Educational Theories; Elective Courses; Elementary Secondary Education; Higher Education; Humanism; Humanistic Education; Preservice Teacher Education; Progressive Education; Student Educational Objectives; Values Education; Vocational Education

This college text on curriculum and educational theory presents 10 chapters, 8 of which focus on specific curriculum types. The first chapter, an introduction, identifies each of the curriculum orientations described in the succeeding chapters and examines the major theories that have been involved in curriculum development. The next eight chapters present the following curricular approaches: (1) the classical curriculum, (2) the character training curriculum, (3) the vocational curriculum, (4) the progressive curriculum, (5) the subject-centered curriculum, (6) the elective curriculum, (7) the humanistic curriculum, and (8) the performance curriculum. Each of these chapters begins with a brief introduction followed by

the study reviewed 64 transcripts of all traditionally-admissible new freshmen who entered the college in fall 1988 and graduated in five years. Another study component reviewed transcripts of students responding to a 1991 survey, representing three groups: those graduating in four years (n=41), those graduating in more than four years (n=27), and those not graduating (n=25). Regression analysis was also conducted on 227 juniors and seniors who responded to a 1994 outcomes survey. Extender behavior was consistently associated with only two factors: protecting a high grade point average and financial need. Extenders were not negatively affected by taking longer to graduate and were generally satisfied with their experiences. Students who took longer to graduate or who tended to register for fewer than 15 credits were not significantly different from students who graduated in four years on most variables measuring academic, social, and administrative aspects of college. (Contains 37 references.) (SW)

ED 387 007 HE 028 588

Ronco, Sharron L.
How Enrollment Ends: Analyzing the Correlates of Student Graduation, Transfer and Dropout with a Competing Risks Model. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Graduates; *College Transfer Students; Dropouts; Enrollment Influences; Higher Education; High Risk Students; *Institutional Research; Models; Predictor Variables; *Student Attrition; Student Characteristics
IDENTIFIERS- *AIR Forum; *Competing Risks Model

This study applied the methodology of competing risks survival analysis to determine the probability that a student's first enrollment in the university will end in graduation, transfer, or withdrawal. The risk factors associated with each mode of exit were assessed, with attention to factors such as admission status, full-time or part-time enrollment, major, grade point average (GPA), and ethnicity. The ways that the risk factors exert different influences at different times were also addressed. The analyses were based on the cohort of 1,635 first-time-in-college students entering the university in fall 1987 and followed through spring 1994. Results showed that the risk of transfer to a two-year college was almost as high as the risk of dropout throughout the enrollment period, and that provisionally-admitted students and those with low GPAs were at greatest risk. Almost one-third of the cohort graduated. and almost as many dropped out. The next largest group transferred to a two-year college. By studying the timing of exit, it was learned that what originally was thought to be a high dropout rate after the second semester, especially for Hispanic and provisional students, was, at least in part, a significant movement to the community college. (Contains 34 references.) (SW)

ED 387 008 HE 028 589

Delaney, Anne Marie

Expenditures; Financial Audits; *Financial Policy; Higher Education; *Medical Schools; Resource Allocation; School Accounting; School Funds; School Policy

IDENTIFIERS- *State University of New York Stony Brook

An evaluation was done of the use of funds generated by clinical practices at the Clinical Practice Management Plan of the State University of New York (SUNY) Health Science Center (HSC) at Stony Brook. The audit looked at compliance with Board of Trustee policies regarding: (1) whether 5 percent of the gross receipts from clinical practices were placed in a fund dedicated to the general benefit of the school, (2) whether operating expense were deductible according to federal tax guidelines, (3) whether net income from clinical practices was used for the benefit of the school, and (4) whether compensation limitations for members were being observed. The evaluation found that HSC did not ensure that: dedicated fund transactions benefit the School, Plan expenses are documented as allowable business expenses, compensation limits for physicians are enforced, or the Plan's net income is deposited in a fund dedicated to the benefit of the School. Recommendations from a previous audit had also not been implemented. This audit recommended a current surplus of $4 million and future net income be transferred to a dedicated fund to avoid the risk that this money will go to benefit the Plan and its members rather than the School. Comments of SUNY officials included agreement with the recommendation to establish guidelines for Plan expenditures and the need for an alternative depository for Plan surpluses but disagreement with the limits for physician compensation on the grounds that these limits no longer reflect market economies. (JB)

ED 387 026   HE 028 607

Net Cost of Attending Postsecondary Education. Indicator of the Month.

PUB DATE- Jun 95

NOTE- 4p.; Extracted from "The Condition of Education, 1995."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Family Financial Resources; Fees; Grants; Higher Education; National Surveys; *Paying for College; Private Colleges; Public Colleges; *Student Costs; Student Loan Programs; Tuition; Two Year Colleges; Undergraduate Study; Work Study Programs

IDENTIFIERS- *National Postsecondary Student Aid Study

This sheet offers statistics and analysis of national data from the National Postsecondary Student Aid Study (1993) on the net costs of attending institutions of postsecondary education including tuition, fees, and living expenses minus grants, loans and work study compensation. One table shows costs of college attendance and student financial aid for dependent, full-time undergraduate students, by family income and type and control of institutions for the academic year 1992-93. This table also shows ratios of grants to tuition and fees and of net cost to total cost. These figures are provided for public four-year institutions, private four-year institutions, and public two-year colleges. A second table shows costs and student financial aid for dependent, full-time undergraduates, by type and control of institutions and family income for academic year 1992-93. Brief discussion of the statistics points out that: (1) among all dependent, full-time undergraduate students attending public four-year institution, average grant aid received was 29 percent of the average

(120)
DESCRIPTORS- Academic Standards; College Administration; College Curriculum; Core Curriculum; Course Evaluation; Dormitories; Educational Facilities Improvement; *Educational Improvement; *Educational Objectives; *Educational Planning; Higher Education; Mission Statements; *State Universities; Student Evaluation; Technology
IDENTIFIERS- *Northeast Missouri State University

This report presents a vision statement and educational goals for Northeast Missouri State University that were developed by the university's student senate, as well as specific recommendations to implement and achieve the vision and goals. The report focuses on: (1) the restructuring of the liberal arts and sciences core curriculum and the possible move to four credit hour classes; (2) the strengthening of undergraduate and graduate programs through improved academic advising, published course evaluations, and increased efforts to combat grade inflation; (3) the publication and dissemination of student, faculty, and institutional evaluations, as well as the tracking of the university's graduates; (4) the improvement and renovation of university facilities, such as the library, various academic buildings, the student recreation center, and residence halls; (5) increased access to advanced technology, such as computers; (6) the improvement of student services, including health, career counseling, personal counseling, student government, and food services; (7) the expansion of the "residence colleges" dormitory program and the need for increased on-campus housing; and (8) the need to maintain current levels of enrollment, address student alienation, and encourage the input of students, faculty, alumni, and administrators. (Contains 13 references.) (MDM)

ED 387 045 HE 028 626

Kent, Rollin
Two Positions in the International Debate about Higher Education: The World Bank and UNESCO.
PUB DATE- Sep 95
NOTE- 18p.; Paper presented at the meeting of the Latin American Studies Association (Washington, DC, September 28-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Developing Nations; Economic Development; Educational Administration; Educational Attitudes; Educational Change; *Educational Finance; Educational Planning; *Educational Policy; Foreign Countries; Government Role; *Higher Education; Institutional Autonomy; *International Organizations; Long Range Planning; Socioeconomic Influences; Universities
IDENTIFIERS- *UNESCO; *World Bank

This paper analyzes and compares two 1994 reports on the state of higher education in developing nations, the World Bank's "Higher Education: The Lesson of Experience" and the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) "Policy Paper on Change and Development in Higher Education." It examines the assumptions, diagnosis, and prescriptions of each report, noting that both stress the importance of linking higher education with economic development, an important role for government, the building of policy consensus among the various stakeholders in higher education, and institutional reform and autonomy. While both reports stress the importance of linking higher education with economic development, the UNESCO document is clearly much more

Studies; Facility Inventory; *Facility Utilization Research; Higher Education; Physical Disabilities; *Private Colleges; Public Colleges; *State Colleges; State Surveys; State Universities; Use Studies
IDENTIFIERS- *North Carolina

This study presents the results of the 28th annual inventory and utilization study concerning space in North Carolina institutions of higher education during the 1994 fall term. The study provides information on 113 institutions of higher education including the 16 public senior institutions which comprise the University of North Carolina (UNC), 39 private nonprofit colleges and universities, the 58 public 2-year institutions which comprise the community college system, and the UNC hospitals at Chapel Hill. All proprietary institutions are omitted from the study, as well as two Bible colleges (John Wesley College and Roanoke Bible College) and a theological seminary (Southeastern Baptist). The study indicates the uses being made of space and provides, where possible, norms and historical information for the past 5 years. Statistics for private institutions are shown by group rather than by institution. The study is divided into four sections. The section on utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space. The section on interior space characteristics statistically describes campus space by its uses and the programs to which it is assigned. The section on building characteristics contains data on building age, condition, and replacement cost. The final section reports on accessibility to persons with mobility impairments. An institutional index and subject index are included. (Contains 10 references.) (JB)

ED 387 065 HE 028 647

Gore, Al
Common Sense Government. Works Better and Costs Less. Third Report of the National Performance Review.
PUB DATE- 7 Sep 95
NOTE- 163p.; For related documents, see ED 379 992 and ED 384 294-296.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Cost Effectiveness; *Efficiency; Federal Aid; *Federal Government; Federal Legislation; Federal Programs; Federal Regulation; Government Role; Higher Education; Institutional Administration; Organizational Change; *Organizational Effectiveness; Public Agencies
IDENTIFIERS- Clinton Administration; Customer Services; *National Performance Review

This publication reports on the progress of the Clinton Administration's effort to reinvent the Federal government bureaucracy and how it operates and serves citizens. Part 1, "A Government that Makes Sense," describes the progress that reinventing government has made and reviews the context in which the initiative was launched including analysis of how the Federal government became too bureaucratic and why it failed to keep up with technological advances. Part 2, "Getting Results," describes how the reinventing effort has tried to get results rather than focus on rules through regulatory overhaul. It describes specific examples of regulatory simplification and creative responses to getting services to citizens more effectively. Part 3, "Putting Customers First," describes the effort to learn what those who use government agencies want and

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Educational Change; Educational Technology; *Evaluation Methods; Models; *School Restructuring; Secondary Education; Student Evaluation; Student Role; Teacher Role; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Learner Centered Instruction

A classroom that has been restructured focuses on the learner and the quality of learning. What does a restructured classroom look like? How skillful does the teacher have to be as a manager and how complex do the structures of management become? How do the roles of teacher and learner change in a bottom-up restructured classroom? How do teachers and learners use technology tools? What obstacles and benefits can a teacher expect along the way? These questions are answered through the description of a model of a restructured classroom, an 11th grade United States history class in River Falls, Wisconsin, a model that evolved over a 5-year period. This shared-ownership technology model is actually a combination of six classroom strategies: (1) cooperative learning; (2) a reflective approach to classroom management (facilitative/mentoring); (3) project-based approach to learning; (4) the use of computers and other technology as learning tools in the classroom; (5) authentic assessment; and (6) an emphasis on student empowerment. The model's system of classroom management and evaluation uses "above the line points" (ATLPs), assigned by the teacher during each instructional unit, and "below the line points" (BTLPs), which students earn by choosing optional assignments, projects, committee work, and activities. Several examples of both ATLPs and BTLPs are provided. The implementation process for the shared-ownership technology model is outlined, and the changing roles of the teacher and student are examined. Outcomes of the use of the model are listed, and the relationship between the model and the National Standards Projects is explored. (MAS)

ED 387 083 IR 017 300

Cummins, Jim; Sayers, Dennis
Brave New Schools: Challenging Cultural Illiteracy through Global Learning Networks.
PUB DATE- 95
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Computer Networks; Computer Uses in Education; *Cultural Literacy; Educational Resources; *Elementary Secondary Education; *Global Education; *Information Networks; *Information Sources; Multicultural Education
IDENTIFIERS- *Internet

This book shares a vision of schooling for the 21st century and serves as a guide for parents and teachers. It describes a world of students, teachers, and parents globally connected by the Internet, thereby making it possible for them to communicate across geographical and cultural barriers. Chapters in the first section, "Global Networks, Global Communities," installation/integration; and possible synergy for the future. As background, general information is provided on the college and on computer services staffing. Computing and data communications capability at the beginning of the project is outlined. Problems with the initial system and capabilities are identified. Fifteen future campus data communications needs are listed. Nine project cautions are offered with respect to future data communications scenarios. The paper concludes with a list of future uses of the new network suggested by industry developments. (MAS)

ED 387 102 IR 017 319

LaRoe, R. John
"Mooving" to a Virtual Curriculum.
PUB DATE- 95
NOTE- 11p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; Educational Media; Higher Education; Teaching Methods; Undergraduate Students; *Writing (Composition)
IDENTIFIERS- Internet; MOOs; University of Missouri; Virtual Classrooms; *Virtual Reality

Three writing classes at the University of Missouri (freshman, sophomore, and senior) spent much or most of the semester on the virtual campus of the Diversity University (DU) MOO (multi-user object oriented). The freshman class wrote one paper on Internet exploration, another on their favorite Internet destination, and for the third were given a choice of researching a potential employer, and writing a resume and cover letter, or building a virtual space at DU MOO. The sophomore class wrote three papers on textual reality--one based on words shaping their personal experience, one on the worlds made of words on the Internet, and one comparing either of those to the realities shaped by words in Leslie Silko's novel, "Ceremony." The senior class had two projects: a "real-life" essay describing any aspect of virtual reality, and a virtual construction imitating any object chosen from "real life." Several logistical problems associated with the senior class are examined. The development of a virtual mural by the sophomore class is explored in detail. It is believed that the freshman class, offered the least amount of instructor guidance, learned the most. It is concluded that the experiences at the University of Missouri leave no doubt about the viability of MOO environments for composition instruction. MOOs provide teachers with a powerful new medium for class discussion, text production, and publication. To make the best use of this medium, classes need regular access, teachers familiar with MOO programming, and willing students. Two appendices provide the senior course description and excerpts from the DU MOO written by University of Missouri students. (MAS)

ED 387 103 IR 017 320

LaRoe, R. John
Connecting Classrooms to the Web: An Introduction to HTML.
PUB DATE- 95

parameter logistic model (or any other item response theory (IRT) model) may be replicated using a neural net. The data used for this study were collected as part of the 1993 summer orientation program conducted for incoming freshmen at a midwestern university. A mathematics test consisting of 40 five-response multiple-choice type items was administered to 1,615 freshmen. The process researchers followed involved several steps: (1) an attempt to determine the existence of a dominant factor (rather than strict unidimensionality); (2) using the BICAL3 program to obtain the ability estimates for the examinees and the difficulty and discrimination coefficients for the test items; (3) removing a sample from the group to train the neural net; and (4) using samples of examinees for which the response pattern and the group placement were known but samples that had not been used in training the neural net. It was discovered that the neural net procedure did manage to classify 80% of the subjects into the performance level groupings determined by the BICAL3 program. The most often missed classification was in the lowest performance level group. The limitations of the research are explored. It is concluded that this research does indicate that the neural net may be applied to testing. Four tables and four figures illustrate data. (MAS)

ED 387 123   IR 017 351

Olesinski, Raymond L.; And Others
The Operating Technician's Role in Video Distance Learning.
PUB DATE- 95
NOTE- 12p.; Paper presented at the Instructional Technology SIG, American Education Research Association (San Francisco, CA, April 18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Educational Environment; *Electronic Technicians; Higher Education; *Influences; Paraprofessional Personnel; Telecommunications
IDENTIFIERS- Compressed Video

Operating technicians play a number of roles in video, or televised, distance learning programs, the most obvious being the operation and support of the technology itself. Very little information exists, however, about the non-technical activities of technicians that may influence the instruction process. This paper describes these activities during the pre-instructional, instructional, and post-instructional phases of the video distance learning process. The study population consisted of four operating technicians from four sites of a university-based video distance learning program using compressed video technology. Their views were solicited as part of an evaluation of the institution's health professionals distance learning programs. Data were collected during a single focus group session conducted over the compressed video system. The interview guide for the session was based on important considerations identified by a review of distance learning literature. A thematic analysis was performed on session transcripts. Conclusions were accepted if they met two criteria: author group consensus and consistency with raw data. Results indicate that operating technicians undertake activities that can directly or indirectly influence the video distance learning environment. Directly, they can influence the learning environment by assisting instructors with course logistics and testing, operating and maintaining the designed to serve the needs of an earlier age may best be facilitated through the development of more effective systems for the creation, transfer, and utilization of managerial information and innovation among public librarians. The first chapter provides a broad overview of the twin themes that run throughout the book: organizational change and innovation in general, and the patterns that have traditionally characterized change in public libraries. Chapter 2 identifies several classical models of the innovation diffusion process found in the literature on organizational change and innovation. Major events and trends that shaped the public library field through the early 1960s are examined in chapter 3. Developments during the decade or so between 1966 and 1979 are viewed as creating an environment conducive to a potentially radical change in direction for public libraries. These developments are outlined in chapter four. The events surrounding the development and diffusion of the Public Library Association's (PLA) planning and measurement techniques are treated in detail in chapters 5 through 8. Chapter 9 compares the development, diffusion, and adoption of Public Library Association's innovation with the traditional models previously identified. The pattern of how the process is currently working in the field of public librarianship is used in the final chapter to suggest an improved mechanism for facilitating public library change. (Contains 102 references.) (MAS)

ED 387 142 IR 055 669

Sutton, Brett
Public Library Planning: Case Studies for Management. The Greenwood Library Management Collection.
PUB DATE- 95
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Case Studies; Comparative Analysis; Library Administration; Library Development; Library Funding; Library Personnel; *Library Planning; Long Range Planning; Mission Statements; Motivation; Population Distribution; *Public Libraries; Tables (Data)

This book is the result of a set of case studies that were performed in four American public libraries between 1989 and 1992. The goal of the research was to describe the effect that planning has had in a representative set of libraries, focusing planning as a social phenomenon. The city, county, federated, and suburban library are examined. Discussion includes motivations for planning, the planning process, the planning document, planning as a social process, the elements of successful planning, risks and benefits, and the effects of systematic planning on the organization. Eleven tables provide information on planning documents, a comparison of the four libraries' long-range plans, length of plan compared to staff size, participation and ideal involvement in planning activities, methods for communicating with managers and learning about other departments, and perceived drawbacks and benefits of long-range planning. Ten figures display the amount of population served (1960-90), percentage of population: change by decade, under age 15, age 65 and over, African-American, Hispanic, over 16 years of school, income and poverty levels, annual budget (1960-90) and annual circulation (1960-90). (Contains 93 references.) (AEF)

ED 387 143 IR 055 670

less than satisfactory, 42% were successful by the end of the semester; (5) retention rates by student goals were 72.7% for students whose goal was to advance in a job, 81.8% for those seeking to get a new job, 84.2% for those seeking transfer, and 85.6% for those reporting no goal; (6) for first-time, full-time students beginning in fall 1994, the retention rate through spring 1995 was 83.9%; (7) for non-returning students, 64% of respondents planned on returning the next semester, 17% were undecided, and 19% planned not to return; and (8) top reasons for not returning were conflict between job and college (43.3%), wanting a break (30.3%), unexpected expenses (24.5%), full-time work (24.1%), and family responsibilities (23.2%). (Contains six graphs/tables.) (KP)

ED 387 161 JC 950 463

Merrill, Sherrey; And Others
Quality Culture: NMC Ends Report, August 1995.
PUB DATE- Aug 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Community Colleges; *Employee Attitudes; *Institutional Environment; *Job Satisfaction; *Quality of Working Life; School Surveys; Self Evaluation (Groups); Total Quality Management; Two Year Colleges; *Work Environment
IDENTIFIERS- Northwestern Michigan College

In an effort to determine success in establishing an internal culture consistent with the principles of total quality management, Northwestern Michigan College (NMC) conducted a study of faculty and staff attitudes and involvement in the college. The study focused on five measurements: improvement on NMC indicators of success, quality training and involvement of faculty and staff, employee satisfaction with internal service departments, employee job satisfaction, and a faculty and staff assessment of institutional culture. Data on employee attitudes were drawn from a spring 1995 quality service survey of faculty and staff, which received responses from 70% (n=188) of NMC's employees. Study findings included the following: (1) 77% of NMC employees have participated in quality training activities since the inception of the quality initiative; (2) 73.5% agreed or strongly agreed that they were satisfied with services overall, while 10.7% disagreed or strongly disagreed; (3) scores for overall job satisfaction ranged from 3.21 out of 5 for maintenance/custodial staff to 4.10 for executives; (4) faculty were least satisfied with methods for evaluating their job performance, rating it at 2.95 on a 5-point scale; (5) respondents rated NMC's overall quality culture at 3.23, up from 2.99 in 1993-94; and (6) the element of organizational culture receiving the lowest rating was working jointly to solve common problems and effective internal communications. (KP)

ED 387 162 JC 950 464

Berman, Jack; And Others
Significant Learning Outcomes: NMC Ends Report, September 1995.
PUB DATE- Sep 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

feedback to high school faculty about tech prep graduates' performance, asking for business and industry feedback, and assessing student satisfaction and accomplishment of goals. The final chapter discusses needs for the future regarding educational equity, excellence, efficiency, and partnerships. A list of consortia directors and a map of consortia are appended. (KP)

ED 387 178 JC 950 481

Camden County College One Year Graduate Follow-Up Survey: 1993 Graduates.
PUB DATE- Aug 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Transfer Students; Community Colleges; *Education Work Relationship; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; *Salaries; School Effectiveness; *Student Attitudes; *Student Personnel Services; Tables (Data); Two Year Colleges
IDENTIFIERS- *Camden County College NJ

To determine graduates' perceptions of their educational experiences and post-graduation outcomes, Camden County College, (CCC), in New Jersey, conducted a survey of all 984 graduates from 1993. Completed surveys were received from 47.5% (n=467) of the graduates, and analyses of responses revealed the following: (1) 89.9% indicated that they had achieved their primary objective by the time they left CCC; (2) 51% of respondents reported that they had enrolled in a degree-granting program since graduation; (3) 97% of the respondents indicated that they would recommend CCC to prospective students; (4) transferring credits was the most commonly cited problem with transfer, reported by 20.4% of the responding students who transferred; (5) 74.7% of respondents were employed, 64.7% full-time and 35.3% part-time; (6) of the career program graduates who responded that they were employed, 86.2% were employed in a job related to their field of study and 93.7% responded that their training was somewhat to extremely useful in performing their job; (7) of certificate program graduates who were employed, 57.1% were employed in a job related to their field of study and 71.4% indicated that their training was useful; (8) when "good" and "excellent" ratings were combined, the three student services receiving the highest ratings were quality of course instruction, library/learning resource center services, and admissions; and (9) when "poor" and "fair" ratings were combined the services receiving the lowest ratings were registration, academic advisement, and counseling. (Data tables, the survey instrument, and a list of employers are appended.) (KP)

ED 387 179 JC 950 482

Williams, Jim
Teaching in the Community College.
PUB DATE- May 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Education. 1992-1994 Grant Project. Results of the Survey of Developmental Education Practices.
SPONS. AGENCY- Virginia State Council of Higher Education, Richmond.
PUB DATE- Feb 95
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; Community Colleges; Cost Effectiveness; Delivery Systems; *Developmental Studies Programs; *Educational Practices; Predictor Variables; Program Effectiveness; *Program Implementation; Resource Allocation; Staff Utilization; Student Placement; Two Year Colleges

In August 1993, J. Sargeant Reynolds Community College, in Virginia, undertook a study of developmental education (DE) practices in community colleges in Virginia and the other 14 member states of the Southern Regional Education Board to determine factors associated with program effectiveness. Surveys were mailed to the presidents of 313 two-year colleges, requesting information related to DE organization and staffing, policies and procedures for placement and instruction, instructional delivery, funding, and assessment of program effectiveness. Study results, based on responses from 82% (n=257) of the colleges, included the following: (1) 46% indicated that DE courses were embedded within the traditional academic department and had no separate identity; (2) 74% indicated that they used nationally normed standardized tests to identify and place at-risk students, with 33% of these using computerized tests; (3) 44% indicated that funds were allocated through a basic budget plus adjustment for enrollment changes, compared to 33% reporting a fixed budget, and only 29% had a process for reviewing DE costs; and (4) end-of-course student evaluations were used by 62% of the respondents to assess DE effectiveness, periodic review of research reports by 50%, and comprehensive, systematic reviews by 42%. Extensive appendixes provide tables showing responses by state and cross-tabulations of eight factors associated with program effectiveness: delivery system, level of the administrator responsible for DE, selection of placement tests, the process for assigning DE faculty, provision of training for DE faculty, restrictions on course load for DE students; processes for reviewing DE costs, and methods to reduce costs. (KP)

ED 387 196 JC 950 501

Ganz, Barbara; Smart, Graham
Your Organization: Analyze, Improve, and Lead.
PUB DATE- 24 Jul 95
NOTE- 22p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (7th, San Francisco, CA, July 23-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Change Strategies; *College Planning; Community Colleges; Comparative Analysis; Environmental Scanning; Models; Organizational Change; *Organizational Development; *Systems Analysis; Two Year Colleges

situations that staff will have to grapple with in implementing an inclusive program for preschoolers; included are ideas about what works, how-to techniques, and examples of appropriate and inappropriate program practices. A glossary of important terms, and resource lists of agencies, books, and articles used in preparing the book are included. Contains 49 references. (AP)

ED 387 214 PS 023 474

Paths to School Readiness: An In-Depth Look at Three Early Childhood Programs.
PUB DATE- 93
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Child Development; Day Care; Day Care Centers; Early Childhood Education; Fund Raising; Parent Child Relationship; *Parent Education; Parent Participation; Parent Teacher Cooperation; Program Descriptions; Program Design; Program Development; *School Readiness; Staff Development; Young Children
IDENTIFIERS- Child Care Needs; Colorado; *Family Resource and Support Programs; *Family Support; Florida (Gainesville); School Based Early Childhood Centers; School Based Services; Vermont (Brattleboro)

This report provides practitioners in the field of child and family services with important guidelines on early childhood education and family support programs including program design, community collaboration, funding, and staff management. The book presents the five main components of establishing an early childhood education and family support program by drawing on case studies of three exemplary programs: Early Education Services of Brattleboro, Vermont; The Center of Leadville, Colorado; and Family Services Center of Gainesville, Florida. Chapter 1 is an introduction to structure of the report. Chapter 2 explores the different paths taken to provide comprehensive family support. Chapter 3 covers the programs' different service strategies for young children and their families. Chapter 4 illustrates the range of education, health, and social services for young children. Chapter 5 deals with services for their parents. Chapter 6 describes how to staff programs with caring and creative people. Chapter 7 analyzes several innovative funding strategies and their implications. Chapter 8 concludes the report with recommendations for policy makers, including examples of ways in which states can support local efforts at comprehensive services for children and families, and remove barriers to their more efficient implementation. Contains 38 references. Appendices I, II, and III contain detailed information about each of the three programs in a format that highlights milestones in program development and key operations. Appendix IV documents the field methods and data analysis procedures. (AP)

ED 387 215 PS 023 481

Cicchetti, Dante, Ed.; Toth, Sheree L., Ed.
Child Abuse, Child Development, and Social Policy. Advances in Applied Developmental Psychology: Volume 8.
PUB DATE- 93
NOTE- 460p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Involvements" (Scott Coltrane). Contains over 500 references. (TM)

ED 387 231 PS 023 566

Gray, Peter, Ed.; And Others
Challenging Behaviour in Schools: Teacher Support, Practical Techniques and Policy Development.
PUB DATE- 94
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020),Books (010)
DESCRIPTORS- At Risk Persons; Behavioral Objectives; *Behavior Modification; *Behavior Problems; Change Strategies; *Classroom Communication; *Classroom Techniques; Discipline; Discipline Policy; Elementary Secondary Education; Foreign Countries; Interpersonal Relationship; Intervention; Parent Participation; School Restructuring; *Student Behavior; Student Needs; *Teacher Student Relationship
IDENTIFIERS- *Behavior Management

The need to acknowledge and overcome classroom problems arising by students' difficult behavior is the central issue addressed in this book. The aim of the articles presented is to consider ways in which both student and teacher achievements in the resolution of challenging behavior can be encouraged, supported, and valued. A major emphasis is given to the need to assert a professional response in the area of educational support for children whose behavior may be provocative but whose needs for high-quality planned intervention are as great as many others with more "acceptable" special educational needs. Divided into two parts, the book describes effective practical approaches that have been developed by schools and support services. Chapters contain discussions of the organization of support services, the ways parents and schools can work together, methods for behavior support in mainstream primary and secondary schools, and whole school approaches to building better behavior, as well as specific techniques for coping with challenging students. The book suggests that teachers need opportunities to develop skills where appropriate; for reassurance that, despite possible slow and painful progress, they are doing the best they can; and to have their beliefs challenged where appropriate, together with support and guidance to assist them in making a professional response. All but one of the articles include references. (AA)

ED 387 232 PS 023 568

Faber, Therese; And Others
Library Media Learning and Play Center.
PUB DATE- Feb 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Libraries; Computer Uses in Education; *Dramatic Play; *Library Instruction; *Library Skills; Literature Appreciation; *Preschool Children; *Preschool Curriculum; Preschool Education; Program Descriptions; *Role Playing

constitute a realistic approach to developmentally appropriate assessment in the preschool classroom. An appendix contains a sample portfolio checklist. (Contains 16 references.) (MDM)

ED 387 251 PS 023 602

Sandhu, Malathi
Nannies Touching the Future.
PUB DATE- 23 Jun 95
NOTE- 10p.; Keynote address presented at the Annual Conference of the International Nanny Association (10th, Scottsdale, AZ, June 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Caregiver Child Relationship; *Caregiver Role; *Child Caregivers; *Child Care Occupations; Child Rearing; Elementary School Students; Empathy; Infant Care; Infants; Interpersonal Relationship; Parent Attitudes; Parent Role; Parents; *Preschool Children; Professional Training; Standards
IDENTIFIERS- Caregiver Behavior; *Nannies

As people who "stand-in" for parents, nannies shape children. The child-caregiver relationship involves respect for the child's potential and individuality. Working with children, a nanny plays many roles: parent surrogate, primary caregiver, and one who shapes the development of the whole child and the child's moral and aesthetic values. In these roles, nannies actively and significantly influence a child's socialization. A nanny bears responsibilities such as creating a positive emotional climate in the home and providing caregiving that meets the child's needs. Characteristics of a primary caregiver which will facilitate optimal child development include: (1) genuineness; (2) consistency; (3) reasonableness; (4) warmth; (5) empathy; and (6) trustful confidence in the child's desire to do what is right. Appropriate goals of care include: (1) growth of child's independence and competence; (2) development of the physical, emotional, motor, intellectual, and social aspects of the whole child; (3) development of self-control; (4) development of prosocial qualities; and (5) facilitation of the child's happiness and self-confidence. To achieve all these characteristics and goals, nannies need to be sensitive to a family's expectations and values, parents must be willing to share the child with the nanny, and nanny educators need to work to develop professional standards. (JW)

ED 387 252 PS 023 603

Ispa, Jean
Child Care in Russia: In Transition.
PUB DATE- 94
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Administration; Child Caregivers; *Child Rearing; Communism; Day Care; Day Care Centers; *Early Childhood Education; *Educational Change; Educational History; Foreign Countries; Marxism; Parent Attitudes; *Politics of Education; Revolution; Social Adjustment; *Social Change; Social Psychology; Teacher Attitudes; Teacher Role; Young Children
IDENTIFIERS- Bronfenbrenner (Urie); Marx (Karl); *Russia; Soviet History; USSR (Russia)

NOTE- 6p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Aspiration; *Childhood Attitudes; Elementary Education; Elementary School Students; *Futures (of Society); Happiness; Life Style; *Prediction; Psychological Patterns; *Quality of Life; Social Change; Social Problems; Sociocultural Patterns; *Student Attitudes; Success; Values
IDENTIFIERS- Tennessee

Data collected from a sample of over 200 elementary school children from Tennessee were used for studying their perceptions of the future. An interview guide-questionnaire provided information regarding children's perceptions along the following three different dimensions: how children perceived their own personal future; how they perceived changes that might happen in the future in their own communities; and how they perceived changes that might happen globally. When asked about their personal future, the majority of the children thought that they will be: living in Tennessee working in caring or public services professions after graduating from college; richer than their parents; as happy as they were at the time of the interview; and leading a life made easier by technological developments. Their biggest fear about growing up was that of being shot or hurt in some way. As for their future community, the children indicated that the world would still see significant problems with drug abuse, violence, homelessness, poverty, joblessness, and an increase in one-parent homes. Finally, children were somewhat negative in relation to the future of the world. Although they believed that cures for major diseases will be found, most thought that something bad might happen to our planet. (AA)

ED 387 273 PS 023 792

Rutherford, Barry; Billig, Shelley H.
Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Involvement; Curriculum; *Family School Relationship; Intermediate Grades; Junior High Schools; *Middle Schools; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Participative Decision Making; Professional Development; *School Community Relationship
IDENTIFIERS- ERIC Digests; Middle School Students

From a synthesis of findings culled from a study that examined partnerships of families and communities with middle schools at multiple sites, researchers derived eight "lessons" that can help foster understanding of the nature of family-school partnerships in the middle grades. Researchers also elaborated implications of these lessons, which are highlighted by examples from specific middle schools. The lessons are: (1) the stakes are high and immediate for everyone in the middle grades, and schools can create programs that respond to the

DESCRIPTORS- Compensatory Education; *Democratic Values; Disadvantaged; Economic Factors; Educational Attainment; *Educational Policy; *Educational Strategies; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Higher Education; *Mexican American Education; Mexican Americans; *Politics of Education; School Effectiveness; Social Action

IDENTIFIERS- *Chicanos; *Education Society Relationship; Effective Schools Movement; Hispanic American Students

Chicano school failure can be fully understood only when analyzed in the broadest political, economic, and cultural contexts. Objective economic and political conditions dynamically interrelate with schooling experiences to influence incidences of school success and failure. Any serious effort to reduce Chicano school failure must address the convoluted path to success in a credential society. In this chapter, Hispanic educational and economic conditions (educational attainment, college enrollment, employment, and income) are detailed prior to analysis of strategies to reduce Chicano school failure. Two strategies, compensatory education and the effective school movement, emerged in the past two decades. Neither demands change in the existing political economy, and both, by accepting a social system that tolerates enormous inequality, have as their ultimate goal the equalization of inequality. While compensatory education failed due to its focus on purported individual and cultural deficits, effective schools have some promising features. Effective schools provided evidence that Chicanos can master college preparatory subjects, but it is unclear how such success will affect Chicano advancement in the political economy. The long-term goals of democratic education, on the other hand, are much more ambitious. Democratic education relies on informed student debate and reflection to empower students and prepare them to be fully participating members of society and to take responsibility for society though social action. Research is needed on democratic schooling and its potential for Chicanos and other victims of social bias and discrimination. A final section examines the relationships among research findings, the political acceptability of those findings, and educational policy formation. Contains 77 references. (SV)

ED 387 290 RC 020 251

Archer, Melissa L. Johns
Native Americans: A Seven Day Curriculum.
PUB DATE- Sep 94
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)

DESCRIPTORS- American Indian Culture; *American Indian History; American Indian Studies; *Consciousness Raising; Elementary School Curriculum; *Grade 6; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Multicultural Education; *Stereotypes; Teaching Guides; Units of Study

IDENTIFIERS- *Native Americans; *Oppression

Developed for sixth-grade students, this curriculum incorporates Native American issues into such areas as art, social studies, language arts, and literature. Specifically, the curriculum examines the oppression of Native Americans in American society. The curriculum takes 7 days to complete, with the final assignment requiring an additional 1 or 2 days. Each lesson includes objectives, learning activities, evaluation,

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *Alcohol Education; American Indian Culture; American Indian Education; *American Indians; *Community Education; Cultural Activities; Dropout Programs; *Drug Education; Elementary Secondary Education; Health Education; Higher Education; High Risk Students; Intervention; *Prevention; Program Descriptions; School Community Programs; Substance Abuse; Youth Programs

This document consists of two catalogues describing programs, events, and activities designed to prevent the use of alcohol and other drugs by American Indian and Alaska Native people, particularly adolescents and other young people. Together the catalogues include 61 descriptions of programs developed and implemented by the five agencies under the auspices of the Regional Centers for Drug-Free Schools and Communities Program. Program strategies include comprehensive, ongoing prevention programs, as well as annual stand-alone events that may be school- or community-based. In addition to drug and alcohol education, many programs incorporate health education, training in coping and communication skills, group and individual therapeutic activities, counseling services, camping or other outdoor activities, recreation, and cultural events and activities. Entries include contact person, target group, special features of the program, program description, and an overview of activities including program evaluation and staff training. (LP)

ED 387 307 RC 020 316

Smith, Thomas M.
The Educational Progress of Hispanic Students. Findings from "The Condition of Education 1995," No. 4.
PUB DATE- Sep 95
NOTE- 30p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Adult Literacy; College Graduates; College Students; Degrees (Academic); *Dropouts; *Educational Attainment; Educational Status Comparison; *Educational Trends; Elementary Secondary Education; Higher Education; High School Graduates; High School Students; *Hispanic Americans; Parent Participation; Preschool Education; Student Attitudes; White Students
IDENTIFIERS- *Hispanic American Students

Both Hispanics and Whites have made important educational gains over the past two decades. However, Hispanics trail their White peers with respect to educational access, achievement, and attainment, although some differences have narrowed over time. This booklet summarizes data from "The Condition of Education, 1995," on overall educational trends for the U.S. Hispanic population, with breakouts for Hispanic subpopulations (Mexican Americans, Puerto Ricans, Cuban Americans, and recent immigrants from Central and South America) where data permit. In summary, Hispanic children are less likely to be enrolled in preprimary education. Gaps in overall reading, mathematics, and science achievement appear at age 9 and persist through age 17, although some gaps have narrowed over time. Hispanic students are no less likely than White students to have their parents involved in their schooling, but Hispanic students are more likely to face a disorderly school environment. Both Hispanic

Rice, Diana C.; Corboy, Margaret R.
Elementary Science Instruction: Are Teachers Prepared To Teach What Their Students Must Master?
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science; Higher Education; *Preservice Teacher Education; *Science Instruction; *Science Teachers; *Scientific Concepts

Research findings indicate that the elementary school is the most effective level for intervention leading to improved attitudes, higher achievement, and increased access in science. Yet, deficiencies in elementary teachers' interest in science, in their confidence in their ability to teach science, and in their pedagogical and content preparation present obstacles to such intervention. The objectives of this study were: to explore the knowledge of a group of preservice (N = 109) and inservice (N = 57) elementary teachers on a set of sample items from the South Carolina Basic Skills Assessment Program (BSAP) Science Test and to identify variables related to scores on these items. The study identified two variables significantly affecting performance on the BSAP questions: type of education major and developmental level. Results showed that those participants characterized as "formal" thinkers scored significantly higher on the BSAP items than the "transitional" thinkers who, in turn, scored significantly higher than the concrete thinkers. Also, the secondary education majors scored significantly higher on the measure of content knowledge as well as on the measure of developmental level than did elementary or early childhood majors. Contains 17 references. (JRH)

ED 387 328 SE 056 646

Boujaoude, Saouma; Khalick, Fouad Abd El
Lebanese Middle School Students' Definitions of Science and Perceptions of Its Purpose and Usage.
PUB DATE- 24 Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Intermediate Grades; Junior High Schools; *Middle Schools; *Science and Society; Science Education; Science Teachers; *Scientific Literacy
IDENTIFIERS- Lebanon (Beirut); *Middle School Students

Students' beliefs about science and their perceptions of its purpose and usage in everyday life affect their science world view which forms the framework they use to interpret their experiences and may influence their learning of science and their choice of science related careers. The purpose of the study reported in this paper was to investigate the following questions: (1) How do Lebanese middle school students (N=80) define science? (2) What is the purpose of science according to Lebanese middle school students? (3) Where and how do middle were examined. It is argued that the observed gender differences within the extreme score ranges are practically meaningful, since these students are very likely to be those who will consider going into areas such as science, mathematics, or engineering. Significant gender differences within these high math score ranges are likely to be one reason for the gender imbalance in the inflow of new students choosing these areas as careers. Contains 20 references. (MKR)

ED 387 349   SE 056 798

Doerr, Helen M.
An Integrated Approach to Mathematical Modeling: A Classroom Study.
PUB DATE- Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Force; High Schools; High School Students; *Mathematical Applications; *Mathematical Models; Mathematics Education; Models; Physics; Trigonometry; *Vectors (Mathematics)

Modeling, simulation, and discrete mathematics have all been identified by professional mathematics education organizations as important areas for secondary school study. This classroom study focused on the components and tools for modeling and how students use these tools to construct their understanding of contextual problems in the content area of vectors and forces. The study was conducted in an integrated algebra, trigonometry, and physics class at an alternative public school with 17 students in grades 9 through 12. Computer models used by students were Interactive Physics and Function Probe. Results showed the emergence of four major themes related to student model building: (1) diversity in student approaches, (2) challenging of conventional notions of closure and completeness, (3) integration of the simulation environment as access to an expert's model, and (4) progressive complexity in student models. Contains 35 references. (MKR)

ED 387 350   SE 056 811

Silver, Edward A.; And Others
Thinking through Mathematics: Fostering Inquiry and Communication in Mathematics Classrooms. The Thinking Series.
PUB DATE- 90
NOTE- 61p.; Photographs may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Constructivism (Learning); Mathematics Education; *Mathematics Instruction; Secondary Education; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Mathematical Communication

This document focuses on how mathematics teaching and learning can be improved by developing more powerful approaches to connect thinking and mathematics. It proposes changing perspectives on what it means to learn and do mathematics and explores how these perspectives can be incorporated into the teaching of secondary school mathematics. Chapter 1 offers a

ED 387 369 SO 024 912

Bacchus, M. Kazim
Education As and For Legitimacy. Developments in West Indian Education between 1846 and 1895.
PUB DATE- 94
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Colonialism; *Comparative Education; Educational Anthropology; *Educational History; Educational Mobility; Educational Opportunities; Educational Policy; Elementary Secondary Education; Foreign Countries; *Racial Discrimination; Slavery
IDENTIFIERS- *West Indies

This book studies the development of education in the British West Indian colonies from 1846 to 1895. The volume examines the educational policies and the curriculum of schools following the emancipation of slaves in the context of the economic, political, and social structures of these colonies. In addition, the study examines, on one side, the role education played in the social and political changes in the colonies and, on the other side, analyzes the role of the state in the development and implementation of educational policies and programs for the region. Following an extensive introduction, "Socio-Economic and Political Changes Affecting Educational Developments in the British West Indies, 1864-95," chapters include: (1) "Consensus and Conflict over the Provision of Elementary Education"; (2) "Primary School Enrollment and Attendance"; (3) "Factors Influencing School Enrollment and Attendance"; (4) "The Dominance of Religious Education in the Curriculum of the Primary Schools"; (5) "The Role of Industrial Education in the Curriculum of the Primary Schools"; (6) Other Developments in Primary Education"; (7) "Teachers: Their Supply and Status"; (8) "Primary Education, 1846-95: Summary and Conclusions"; (9) "Secondary and Post-secondary Education, 1845-95"; (10) "Secondary School Curriculum"; (11) "Secondary Education and Upward Social Mobility"; and (12) "Analysis and Interpretation." (RJC)

ED 387 370 SO 024 946

The Olympic Spirit: History of the Games and Atlanta Committee for the Olympic Games, Volume I, 1992-93 Curriculum Guide. Olympic Day in the Schools.
PUB DATE- 93
NOTE- 90p.; For volumes II and III, see SO 024 947-948. Supported by Bell South Corporation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; Cross Cultural Studies; Elementary School Curriculum; Elementary Secondary Education; *Global Education; *International Programs; International Relations; *Olympic Games; Secondary School Curriculum; Social Studies; Teaching Guides; World Geography
IDENTIFIERS- *Atlanta Committee for the Olympic Games; *Georgia (Atlanta)

This curriculum guide is designed to promote excellence in the lives of students while empowering them to learn, appreciate, and practice the values inherent in the Olympic Movement and to

Research; *Textbooks; United States History

This book examines the difficulty in the United States of educating students about civic ethos. While most educators agree about the importance of civic education, many disagree over how to go about that education. This study concentrates on the role textbooks play in the debate over civic education. It examines education's role in reflecting and producing social change. This examination is based on a quantitative, content-analytical study of the leading high school United States history textbooks from the past 50 years, and the historical record of the teaching profession. Chapters are entitled: (1) Introduction: Textbooks and Citizen Education; (2) Progressive Thought and the Rise of the Progressive Era Intellectual Class; (3) Progressive Education Changes the Curriculum; (4) Filler Feminism in High School History Textbooks; (5) History by Quota? (6) On Judging Civilizations: The Discovery of America, Noble Savages, and the Like; (7) The Rise of American Capitalism: The Story of the Robber Barons; (8) Historical Hindsight and Appraising Presidents; and (9) Conclusion: Education and Civic Order. (RJC)

ED 387 392 SO 025 261

Civic Declaration: A Call for a New Citizenship. A New Citizenship Project of the American Civic Forum. An Occasional Paper of the Kettering Foundation.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE- Dec 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship Education; *Citizenship Responsibility; *Civics; *Democracy; Higher Education; Law Related Education; Nationalism; *Patriotism; *Political Science; United States Government (Course)

This position paper asserts that citizens must reclaim responsibility for and power over public affairs. The New Citizenship calls on all people to reassert common agency and to repossess democratic institutions through popular sovereignty that is the root of democracy. The volume includes the following chapters: (1) "Background"; (2) "Call for a New Citizenship"; (3) "The Challenge"; (4) "The New Citizenship: Civic Stories"; (5) "From 'Me' to 'We': The Lessons of Civic Stories"; (6) "The American Civic Forum"; and (7) "About the 'Civic Declaration'; Reflections of Civic Leaders." (EH)

ED 387 393 SO 025 263

Mestas, Juan E.
Remarks to the Council for the Advancement of Citizenship, Jennings Randolph Congressional Forum.
PUB DATE- May 94
NOTE- 7p.; Speech presented to The Council for the Advancement of Citizenship, Jennings Randolph Congressional Forum (Washington, DC, May 20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Role; *Citizenship; *Citizenship

School Quality, Earnings Opportunities, Probability of Market Work, and School Dropout Behavior; (9) Conclusions; and (10) 32 references. (Author/EH)

ED 387 413 SO 025 334

Powell, H. Grant
Increasing Commitment to Christian Education for Students in Grades 6-12 through Small Groups, Mentoring and Innovative Teaching Strategies.
PUB DATE- 95
NOTE- 51p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Christianity; *Church Programs; *Cooperative Learning; Ethical Instruction; Intermediate Grades; Learning; Religious Education; Secondary Education

The study was designed to increase student commitment to Christian education and was conducted in a church youth group of 150 students in grades 6-12, located in a moderate-sized county. The Wednesday evening program for 6th-12th-grade students was attended by a larger number of youth each week than the Sunday A.M. christian education program. Sunday christian education was structured, sequential and focused on learning content. Wednesday evenings were relational and fun. A coalition of leaders was convened for the purpose of creating a new design and restructuring christian education for youth. Small groups, mentoring, and innovative instructional strategies were introduced in the hope that student attendance, interest, and commitment would increase. The attendance records gauged the students' frequency of attendance over a 32-week period. Increased student interest was evidenced through a student survey. Analysis of the data revealed the students actual attendance in Christian education increased, but the proposed frequency of attendance was not met. A majority of the students indicated a heightened interest due to the small group initiatives, but the stated outcome was not realized. An inquiry of student commitment was conducted by an end-of-implementation questionnaire. Students expressed commitment to Christian education but did not meet the questionnaire expectation. Many forms of commitment were implicit in the activities and behavior of the students. Appendices contain a sample attendance record, the group survey and questionnaire. Contains 14 references. (EH)

ED 387 414 SO 025 335

Carrier, Henry N.; Williams, Donald A.
A Grassroots Approach to Formulating a Multicultural, Interdisciplinary Core Curriculum.
PUB DATE- May 95
NOTE- 46p.; Paper presented at the Annual International Conference of the National Institute of Staff and Organizational Development (17th, Austin, TX, May 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Core Curriculum; Cultural Differences; *Cultural Pluralism; *Diversity (Institutional); Fused Curriculum; Holistic Approach; *Interdisciplinary Approach; *Multicultural Education; Thematic Approach; Two Year Colleges

IDENTIFIERS- Fishing; *Oregon (Lincoln County)

This packet is designed for use by students in grades 3-8 of Oregon schools, but has general applicability to students of other locales. The student magazine includes a map and geographic description of Lincoln County, Oregon, establishing its relationship to water resources. Topics explored are: "What is Maritime Folklife?"; "Native American Fishing Traditions"; "Commercial Fishing: A Traditional Occupation"; "The Old Days of Commercial Fishing"; "Recreational Fishing"; and "Community Life." The magazine contains illustrations and diagrams. Vocabulary terms, highlighted in the text, are repeated in a word search puzzle. The curriculum guide gives suggestions for classroom activities related to each of the magazine topics. Suggestions for interdisciplinary activities are included. Emphasis is upon student and family identification in the context of the community. Use of local human and material resources is encouraged. (MM)

ED 387 435 SO 025 541

Economic Impact of the Arts: A Sourcebook.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- 90
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Community Development; Community Resources; Community Study; *Cost Effectiveness; Economic Factors; *Economic Impact; *Fine Arts; *Quality of Life
IDENTIFIERS- *Arts Advocacy

This book represents a collection of 7 works by authors arguing for the support of public spending on the arts: (1) "Introduction: The Value of Economic Reasoning and the Arts" (Harry Hillman-Chartrand), examines the changing social perception of the arts over time, and describes the interaction among the sectors of the arts; (2) "Arts Impact Studies: A Fashionable Excess" (Bruce A. Seaman), questions the theory underlying studies that measure primary spending associated with art activities for the arts are seen as having an important role in local economic development by improving the social infrastructure of communities and by enhancing the quality of human capitol within a region, a role which is not quantitatively measurable; (3) "Economic Impact Studies of the Arts as Effective Advocacy" (Anthony J. Radich and Sonja K. Foss), explores the ways in which five illustrative economic impact studies were tools of effective advocacy for the arts by achieving communication between arts advocates and representatives of business and government; (4) "Improving the Design and Policy Relevance of Art Impact Studies: A Review of the Literature" (David Cwi), reviews impact studies in 16 states, discussing the terms of reference and content of those studies faulting the typical study as doing less to assist its sponsors in arts policymaking than such studies could; (5) "The Role of the Arts in State and Local Economic Development" (R. Leo Penne and James L. Shanahan), indicates that, in the postindustrial society, the arts are amenities that attract and retain talented people, foster the spirit of innovation and adventure, convey a positive city image, and thus are real contributors to local economic development; (6) "Evaluating Cultural Policy through Benefit/Cost Analysis" (William S. Hendon), advocates and describes procedures for explicit and quantified cost benefit analysis; and (7) "Economic Structure sections that describe the curriculum's different theoretical features including its history, political orientation, ethical objectives, programmed structure, subject matter content, psychological orientation, and instructional methods. Each of these chapters concludes with an appraisal of the curriculum noting both strengths and weaknesses. The final chapter focuses on future curriculum development and provides an 8-step program for modifying an existing curriculum as well as discussion of the theoretical implications of possible future curriculum changes. A glossary and index are provided. (Individual chapters contain references.) (DB)

ED 387 454 SP 036 222

Splitter, Laurance J.; Sharp, Ann M.
Teaching for Better Thinking: The Classroom Community of Inquiry.
PUB DATE- 95
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Discussion (Teaching Technique); Educational Philosophy; Elementary Secondary Education; Ethical Instruction; Foreign Countries; Individual Development; *Inquiry; *Philosophy; *Teaching Methods; *Thinking Skills

This book presents a philosophical perspective to elementary and secondary teaching based on the idea of the classroom as a community of inquiry and the idea of "Philosophy for Children." Together these provide a methodology and a content for teaching and improvement of thinking. Thinking is conceived as an enterprise which is both affective and cognitive, social, and personal. Chapter 1 explores the notion that education should be concerned with the improvement of thinking. Chapter 2 looks at the dynamics of the classroom, particularly talking and questioning. Chapter 3 discusses schooling and meaning as the idea that education is about helping children move beyond the deceptive security of their own experiences, while continuing to respect the value of those experiences. Chapter 4 explores more specifically the "Philosophy for Children" idea and the role of philosophy in the classroom. Chapter 5 takes a practical look at philosophy from the characteristics of a philosophical discussion to philosophy and early childhood education. Chapter 6 looks at personal development and ethical inquiry. Chapter 7 discusses ethical inquiry in the classroom including friendship, sexuality, peace and violence, issues of life and death, and the environment. The final chapter explores philosophy and the global community. (Contains over 400 references.) (JB)

ED 387 455 SP 036 223

Dinham, Steve
The Challenge of Australia's Ageing Teacher Population: In Loco Grandparentis?
PUB DATE- 4 Jul 95
NOTE- 18p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Sydney, New South Wales, Australia, July 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Quality Assessment of Professional Master's Degree Program. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; Educational Quality; *Graduate Surveys; Higher Education; *Institutional Research; *Masters Degrees; *Outcomes of Education; Program Evaluation; Questionnaires; *Research Design; Research Methodology; *Vocational Followup
IDENTIFIERS- *AIR Forum

This analysis illustrates how alumni survey research can assess outcomes for graduates of master's degree programs and also be responsive to program goals, policy concerns of administrators, instructional values of the faculty, and standards of professional practice. Issues related to survey design and analysis are discussed, based on a study of 347 (a response rate of 64%) alumni of master's degree teacher education programs at a large northeastern university. Consideration is given to the design of the survey, which initially involved factor analysis of questionnaire items relating to graduates' evaluation of the program and their reported professional challenges. Attention is directed to the eight scales which were constructed after internal consistency and reliability were established; six scales covered program evaluation and two concerned professional experience. Faculty perspectives on student outcomes and professional accreditation standards were used to design three survey questions. Selected results are presented which confirm the impact of satisfaction with courses, perception of intellectual challenge, and the quality of professional preparation on graduates' overall evaluation of the program and on their reevaluation of their choice of the particular program. (Contains 16 references.) (SW)

ED 387 009 HE 028 590

Murdock, Tullise; And Others
The Effect of Types of Financial Aid on Student Persistence towards Graduation. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Church Related Colleges; College Freshmen; *College Graduates; College Juniors; College Seniors; College Sophomores; Ethnic Groups; Females; *Financial Needs; Grade Point Average; Higher Education; *Institutional Research; Longitudinal Studies; Males; Paying for College; Predictor Variables; Private Colleges; *Student Attrition; Student Characteristics; *Student Financial Aid
IDENTIFIERS- *AIR Forum

The relationship between student persistence and types of financial aid at a Jesuit comprehensive university was studied. Three freshmen cohorts (134 for 1989, 171 for 1990, and 131 for 1991) of 436 students were tracked through fall 1994. Attention tuition and fees charged and that this ratio varied from 80 percent for students from low income families to 10 percent for those from high income families; and (2) the average net cost was 80 percent of the average total cost for dependent, full-time undergraduates attending public, four-year colleges. (JB)

ED 387 027 HE 028 608

Edmondson, Katherine M.
Promoting Self-Directed Learning in Developing or Poorly Defined Subject Areas: A Problem-Based Course in Molecular Biology, Genetics, and Cancer.
PUB DATE- 22 Apr 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cancer; Case Studies; College Faculty; College Students; Constructivism (Learning); *Course Organization; Genetics; Higher Education; *Instructional Effectiveness; Molecular Biology; Student Attitudes; *Student Centered Curriculum; Teaching Methods; *Veterinary Medical Education
IDENTIFIERS- *Cornell University NY; *Problem Centered Curriculum

A new problem-based course in molecular biology, genetics, and cancer for first-year veterinary students was developed at the College of Veterinary Medicine at Cornell University (New York). The course was developed out of a desire to foster student-centered and lifelong learning and to integrate basic and clinical science knowledge despite a lack of established hierarchies or authoritative texts. The course was first offered in 1993 using problem-based methods and was organized around seven case scenarios intended to be investigated by 14 six-person groups each working with one faculty member. Though faculty were pleased with the course outcome, students expressed a need for greater clarity on course structure and difficulty locating resource material. Minor course design changes were made and the second iteration of the course was better received by students. Student performance did not change but students' perception about what they learned and how it related to veterinary medicine was more positive. The improved student attitudes are attributed to a better "fit" between the implicit and explicit structure of the course. The importance of monitoring the quality of students' learning is discussed as is the role of concept maps for structuring and assessing understanding. (Contains 14 references.) (JB)

ED 387 028 HE 028 609

Barnhart, Brian T.; Bechhofer, Shoshanah
New Faculty Departure at Five Institutions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

optimistic in its expectations that higher education can face more complex demands in the social, cultural, and economic spheres. In the World Bank report it is noted that universities should adapt to a competitive market situation, whereas the UNESCO report underlines a more complex idea of institutional adaptation to various demands. Whereas the World Bank report states that basic education should be the priority of developing nations, the UNESCO report refuses this kind of tradeoff within the educational sector, the paper concludes. Contains 10 references. (MDM)

ED 387 046 HE 028 627

Kent, Rollin
Higher Education in Mexico: The Tensions and Ambiguities of Modernization.
PUB DATE- Aug 95
NOTE- 12p.; Paper presented at the OECD/IMHE/CEU Conference "The World on the Move and Higher Education in Transition" (Prague, Czech Republic, August 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Accreditation (Institutions); Educational Administration; Educational Attitudes; *Educational Change; Educational Finance; *Educational Planning; *Educational Policy; Foreign Countries; Government Role; *Higher Education; Institutional Autonomy; Modernization; Private Education; Relevance (Education); Social Action; Socioeconomic Influences; Universities
IDENTIFIERS- *Mexico

This paper examines changes in values and practices that are emerging in Mexican higher education, reviewing recent trends and policy dilemmas affecting colleges and universities in Mexico. It argues that the educational reforms carried out in the early 1990s indicate the movement away from a social welfare model of higher education, built around political negotiations between government and administrators, unions, and student federations, to a developmental model which emphasizes the themes of efficient management, educational relevance, and technological transfer. The paper also examines policy dilemmas in Mexican higher education, such as clarity of purpose, improvement versus accountability, institutional capacity to implement reforms, funding mechanisms, the blurring of public and private funding, accreditation of private institutions, and the internationalization of higher education. It concludes by arguing that more definite steps toward deeper and more lasting institutional reform are yet to be taken in order to anchor current reforms in technical competence, effectiveness, accountability, and stakeholder development. Contains six references. (MDM)

ED 387 047 HE 028 628

Anderson, David P.
Veterinary Medicine Program Review. State University System of Florida. Consultant's Report and Recommendations.
PUB DATE- Apr 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; College Faculty; College

to change services to meet customer desires. Part 4, "Getting Our Money's Worth," describes how this initiative has worked to manage money and other assets well and save significantly toward reducing the federal deficit through eliminating unnecessary programs, improving purchasing, and holding agencies accountable. The concluding Part reflects on the place of trust and personal responsibility in good government. Appendixes contain information on the status of the recommendations, new recommendations, regulatory reform efforts, summary of savings, and executive and legislative actions taken. (Each chapter contains reference notes.) (JB)

ED 387 066 HE 028 648

Study in the Netherlands: Small Countries Have To Be Smarter.
PUB DATE- 95
NOTE- 107p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Housing; College Students; Dutch; Dutch Culture; *Foreign Students; Higher Education; Insurance; International Educational Exchange; *Program Descriptions; Student Financial Aid; Student Transportation
IDENTIFIERS- *Netherlands

This booklet describes opportunities for higher education study in the Netherlands along with information, addresses, and practical tips for foreign students who are considering taking a course or earning a degree at a Dutch institution of higher education. Six sections cover: (1) the investment of study abroad, (2) background on contemporary Netherlands society, (3) student roles in the Netherlands (critical and independent), (4) Dutch higher education and what it offers foreign students, (5) exchange programs and scholarships, and (6) practical matters (language, insurance, money, housing, transportation). An extensive "yellow pages" lists and describes 304 course and study programs conducted in English by institution. "Blue pages" contain charts listing programs conducted in Dutch in the following subject areas: agriculture and natural environment, science, engineering and technology, heath care, economics, law, behavior and society, language and culture, fine and performing arts, economics, and education. A final section contains addresses for universities and institutions. (JB)

ED 387 067 HE 028 652

Swanson, Linda J.
Learning Styles: A Review of the Literature.
PUB DATE- Jul 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Style; *College Instruction; *Cultural Differences; Cultural Influences; Definitions; *Educational Research; Higher Education; Individual Differences; *Learning Processes; Learning Theories; Models
IDENTIFIERS- Diversity (Student)

In light of recent research suggesting links between learning style and culture, this review of the literature looked at the various definitions of learning style, reviewed a framework for categorizing the types of instruments used to assess learning include: "From the Inner City to the Global Village: The Emergence of Electronic Communities of Learning"; "Beyond Functional Literacy: The Dilemmas of Educational Reform"; "Blueprints form the Past: The Intercultural Learning Networks of Celestin Freinet and Mario Lodi"; "Instructional Landscapes: Putting Collaborative Critical Inquiry on the Map"; and "Superhighway to Where?" The second section, "A Guide to the Internet for Parents and Teachers," includes Internet basics, information on partner-class clearinghouses and project-oriented activities, and selected Internet resources for K-12 education with the following specific themes: multidisciplinary K-12 education; parent involvement; multicultural education; bilingualism and second-language acquisition; students with special learning needs; arts in education; language arts; social studies; and mathematics and science. (Contains over 125 references.) (MAS)

ED 387 084 IR 017 301

Larkin, Jill H., Ed.; Chabay, Ruth W., Ed.
Computer-Assisted Instruction and Intelligent Tutoring Systems: Shared Goals and Complementary Approaches. Technology in Education Series.
PUB DATE- 92
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Expert Systems; *Intelligent Tutoring Systems; Programmed Tutoring; Teaching Methods; Tutorial Programs

The complementary, but distinct, approaches of computer assisted instruction (CAI) and intelligent tutoring systems (ITS) are first summarized, then followed by a collection of papers discussing shared issues toward which these complementary approaches are directed. The purpose of this book is to foster a mutual understanding of shared issues and complementary approaches so as to further powerful educational applications of computing. Chapters include: "The Design of Computer-Based Mathematics Instruction" (Sharon Dugdale); "From Syntax to Semantics in Foreign Language CAI" (Gerald R. Culley); "LISP Intelligent Tutoring System: Research in Skill Acquisition" (Albert T. Corbett and John R. Anderson); "Knowledge Representation and Explanation in GIL, An Intelligent Tutor for Programming" (Brian J. Resier, Daniel Y. Kimberg, Marsha C. Lovett, and Michael Ranney); "A Practical Guide for the Creation of Educational Software" (Ruth W. Chabay and Bruce A. Sherwood); "Realizing the Revolution: A Brief Case Study" (George Brackett); "SHERLOCK: A Coached Practice Environment for an Electronics Troubleshooting Job" (Alan Lesgold, Susanne Lajoie, Marilyn Bunzo, and Gary Eggan); and "From PROUST to CHIRON: ITS Design as Iterative Engineering; Intermediate Results Are Important!" (Warren Sack and Elliot Soloway). Includes an author index, program index, and subject index. (MAS)

ED 387 085 IR 017 302

Wetzel, C. Douglas; And Others
Instructional Effectiveness of Video Media.
PUB DATE- 94
NOTE- 250p.
LANGUAGE- English

NOTE- 6p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Computer Uses in Education; Educational Media; Electronic Text; Hypermedia; Information Networks; *Multimedia Materials
IDENTIFIERS- *HTML; Internet; *World Wide Web

The World Wide Web (WWW) acts as a multimedia Internet, navigable via Web browsers. Web browsers (Mosaic, Netscape, Cello, WinWeb, etc.) read files treated in HyperText Mark-up Language (HTML) and display interactive pages to users. Teachers with computer-mediated classrooms or labs can use HTML and Web browsers to create multimedia presentations for their classes. Files required for HTML, including text, graphics, and other multimedia, are discussed. The process involves using text files to create HTML documents containing coding-embedded HTML commands. HTML commands are the language used to mark up text to make it interactive and "pretty." The most common HTML codes ("tags") for making text pretty are listed and defined. Additional codes are defined which are needed to turn the text into an interactive, multimedia experience. Appendices include sample text from a Web document and some Internet sites of interest to Web builders. (MAS)

ED 387 104 IR 017 321

Ormerod, Dana E.
Computers across the Curriculum: Teaching a Computer Literacy Course for Multi-Disciplinary Use in a Network Environment--Content and Pedagogy.
PUB DATE- 95
NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accounting; Associate Degrees; Business Administration; *Computer Literacy; *Computer Uses in Education; *Curriculum Development; Graduate Surveys; *Instructional Development; *Interdisciplinary Approach; Introductory Courses; *Needs Assessment; Occupational Surveys; Office Management; Two Year Colleges
IDENTIFIERS- *Kent State University OH Regional Campuses

Kent State University (Ohio) Regional Campuses have conducted surveys of their applied business associate degree graduates in office management, accounting, business management, and their employers. Responses indicated the need for computer literacy appropriate to the employment situation. In addition, instructors of traditional liberal arts subjects are requiring students to access and use computerized databases. The recognition that the technology has forged an interdependency between disciplines impacts the curricula of specific disciplines, as well as the traditional perspective and content of an introductory course in computers. Two figures present technology, and controlling broadcast production and quality. Indirectly, they influence the learning environment by orienting participants to the technology, reducing the anxiety of participants about their involvement with the technology, and advising on instructional technique. It was also found that technicians do arrive at opinions about the competence of instructors to teach using video technology, and that these opinions are not always conveyed to instructors, and that technicians underestimate their ability to influence and improve the learning environment. (MAS)

ED 387 124 IR 017 353

Education Technology Survey, 1995.
SPONS. AGENCY- American Association of School Administrators, Arlington, Va.; Cable in the Classroom.; National Association of Elementary School Principals, Reston, VA.; National Association of Secondary School Principals, Reston, Va.; National Education Association, Washington, D.C.
PUB DATE- Jul 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Cable Television; Computers; *Educational Technology; *Electronic Equipment; Elementary Secondary Education; Media Specialists; Online Systems; *Principals; Surveys; *Teacher Attitudes; Use Studies
IDENTIFIERS- Barriers to Participation; Channel One; Internet

Primary research (in-depth telephone interviews) was conducted among elementary and secondary school educators in Spring 1995 to determine usage, attitudes, and barriers to usage for five electronic in-school services: Cable in the Classroom; computers, laserdisc or CD-ROM; Internet; online computer services such as America Online and Prodigy; and Channel One. A total of 1,000 educators with cable in schools were interviewed: 600 teachers and media coordinators, 300 principals, and 100 school district administrators. Survey data are analyzed for teachers and media coordinators separately from principals and administrators. Results show that: (1) in schools connected to cable, 85% of teachers and media coordinators used computers, laserdisc or CD-ROM, 58% used Cable in the Classroom programming, Internet and online services were used by 16% and 13% of teachers and media coordinators, respectively, and Channel One was used by 19%; (2) administrators and principals tended to underestimate the extent to which teachers and media coordinators were using electronic services; (3) factors such as lack of knowledge about the service, workshops or training, time to learn how to use, and access to cable, telephone or data lines were significant barriers; (4) well over half the respondents felt that online services and the Internet prepare young people for the information age, facilitate exchange of information between schools and learning centers, support schools and teachers through community services, and assist teachers' professional development; (5) educators' perceptions of each electronic service seemed to be influenced by the extent of their training; (6) Cable in the Classroom programming was considered much easier to use and more effective in teaching whole classes of students than either the Internet or online services, and was considered somewhat easier and more effective than computers, laserdisc, or CD-ROM; and (7) the most frequently used in-school television programming was provided by PBS (Public Broadcast System), the Discovery Channel, and CNN

Anderson, Judith
An Introduction to the Internet. Consumer Guide, Number 14.
PUB DATE- Sep 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Computer Software; Discussion Groups; Electronic Mail; Equipment; *Information Networks; Information Sources; Problems; Vendors
IDENTIFIERS- Gopher; Graphical User Interfaces; *Internet; Listservs; USENET; World Wide Web

This newsletter presents an introduction to the Internet. A definition of the Internet and its three principle uses--electronic mail, USENET newsgroups, and information files--are provided. A discussion on how to explore the Internet includes equipment needs, university Internet accounts, commercial vendors, navigating the Internet through the gopher, the World Wide Web, and software that gives the user a graphical interface. Examples of types of information available on the Internet and a description of six governmental resources are presented. Potential problems, including roadblocks, complications in searching, useless information, and information unsuitable to children are also discussed. (AEF)

ED 387 144 IR 055 671

The Right to Communicate: At What Price? Economic Constraints to the Effective Use of Telecommunications in Education, Science, Culture and in the Circulation of Information.
PUB DATE- May 95
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; *Developing Nations; *Economic Factors; Educational Technology; Foreign Countries; Information Policy; Information Services; Information Technology; International Organizations; Taxes; *Telecommunications; Trend Analysis; Users (Information); *Use Studies
IDENTIFIERS- *Barriers to Change; Telematics

This document presents the findings of a joint study on telecommunications in support of the education, science, culture, communication, and information sectors, particularly from the point of view of developing countries. The topics include: (1) an overview of the present situation from the user's perspective, with a focus on present practices and trends in telematics use and user difficulties and examples of solutions; (2) practices from the point of view of the International Telecommunications Union (ITU) and telecommunication operators, focusing on general tariff principles as seen by the ITU, tariff policies at the national level, and variations in tariff practice; (3) the options of public authorities in terms of services and policies, and strategies for the future; and (4) recommendations for the definition and organization of demand, standards, tariff policy, and developmental assistance. A list of acronyms and a list of experts who participated in the study are provided. (Contains 60 references.) (AEF)

DESCRIPTORS- *Academic Achievement; Achievement Tests; *College Outcomes Assessment; *College Planning; College Role; Community Colleges; Needs Assessment; *Outcomes of Education; Self Evaluation (Groups); *Student Attitudes; *Student Needs; Two Year Colleges; Two Year College Students

IDENTIFIERS- Northwestern Michigan College

In an effort to determine success in fostering student development as well-rounded human beings, Northwestern Michigan College (NMC) undertook a study of student achievement related to significant learning outcomes established by the college. The study focused on four measures of achievement: results from a spring 1995 administration of the Collegiate Assessment of Academic Proficiency (CAAP), results from a spring 1995 American College Testing College Outcomes Survey (COS) report, an NMC plan for assessing academic achievement, and outcomes from an Instructional Development and Effectiveness Assessment (IDEA) conducted from 1990 to 1995. Study findings included the following: (1) on the CAAP, NMC students scored above the national mean in each of four academic skills (i.e., writing, mathematics, reading, and critical thinking); (2) regarding the COS, the learning outcome ranked highest by students was acquiring knowledge and skills needed for a career, while this outcome was also ranked highest in terms of students' self-assessment of progress; (3) NMC's assessment plan will be implemented over the coming year; and (4) with respect to the IDEA, students consistently rated their learning in 10 areas (i.e., gaining factual knowledge, learning principles and theories, developing professional skills, learning a discipline's methodology, improving thinking and problem solving skills, developing creative capacities and effective communication skills, gaining a general, liberal education, developing personal responsibility, and furthering self-understanding) higher than the system-wide norm. Results from the COS and CAAP are appended. (MAB)

ED 387 163 JC 950 465

Di Benedetto, Victoria; Ortiz, Rachel

Women in Technology Project Opportunity. End-of-Year Report, 1994-1995.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.

PUB DATE- 5 Jul 95

NOTE- 127p.; For the 1993-94 report, see ED 373 841.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adult Vocational Education; Ancillary School Services; Career Exploration; Community Colleges; Counseling; *Curriculum Development; Day Care; Enrollment; Females; *Nontraditional Occupations; Nontraditional Students; Outreach Programs; Program Effectiveness; *Program Implementation; Publicity; Student Recruitment; Technical Occupations; Two Year Colleges; Welfare Recipients; *Womens Education

Project Opportunity of the Women in Technology (WIT) program at Texas' El Paso Community College is designed to provide a bridge curriculum for women who choose to enter nontraditional vocational fields that furnishes marketable skills to low-income individuals, single parents, displaced homemakers, young pregnant women, and near-homeless women. In 1994-95, project activities included the following: (1) community outreach and recruitment through 44 live presentations, public service announcements, 3 newspaper articles, and 452 mailers to businesses; (2) student support services and workshops,

(141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; College Faculty; *College Instruction; Community Colleges; Cooperative Programs; *Course Content; Course Descriptions; Course Objectives; Course Organization; *Faculty Development; *Inservice Teacher Education; Teacher Improvement; Teaching Methods; Two Year Colleges

Since 1991, the University of Kansas, Kansas City Kansas Community College (KCKCC), and Johnson County Community College (JCCC) (Kansas) have offered a cooperative class called "Teaching in the Community College" to provide community college faculty with practical applications to enhance classroom instruction. With an average enrollment of 22 faculty from KCKCC and JCCC, the students are a mixture of full- and part-time teachers, with and without experience. Course topics include: (1) planning and organizing classes; (2) collaborative learning; (3) discussion techniques; (4) teaching and learning styles; (5) writing in the disciplines; (6) fostering independence in learning; (7) legal aspects in teaching; (8) teaching goals inventory and classroom assessment techniques; (9) critical thinking; and (10) dealing with difficult students. Faculty presenters have expertise in their topics and topics are altered, added, or dropped based on student feedback. Participants have gained new ideas to try out in their teaching and have been exposed to a range of teaching styles and techniques. They have also been reminded of what it is like to be students again, an experience which many state has been as valuable as the knowledge they gained. For the past 3 years, students have rated the class overall at 4.6 on a 5-point scale, and instructor ratings have been outstanding. (Includes a course syllabus, a class schedule for fall 1994, a student evaluation questionnaire, and comments from a fall 1994 evaluation.) (KP)

ED 387 180 JC 950 483

McHewitt, Earl R.; McCartan, Anne-Marie
Trends in VCCS Enrollments, April 1994. Virginia Community College System Research Report Series.
PUB DATE- Apr 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Community Colleges; *Enrollment; Enrollment Influences; *Enrollment Trends; *Minority Groups; Racial Composition; *Student Characteristics; Two Year Colleges; White Students
IDENTIFIERS- *Virginia Community College System

Providing historical data on enrollment in the Virginia Community College System, this two-part report describes trends in enrollments and in minority student enrollment over the past decade. An introductory section reviews external factors influencing enrollment in Virginia, including revenue reductions, tuition increases, and the increasing student supply. Next, enrollment trends are described, including changes in the relationship of headcount to full-time equivalent students (FTES), course-taking patterns, student characteristics, first-time and returning student enrollments, and comparative tuition levels. This section indicates that 7 years of growth in FTES peaked in 1992-93, with 1993-94 FTES expected to decline; that the growth was due to increased enrollments in credit courses rather than increased numbers of students; and that from 1988 to 1993 enrollment in transfer

A model of organizational analysis and renewal specifically designed for community colleges was developed to take into account internal functioning as well as the demands of external constituencies. The model is based on three elements: differentiation, referring both to the division of labor and the attitudes and subcultures that result from that division; integration, or the amount of cooperation needed to achieve unity of effort in working toward organizational goals; and assessment of the external environment. The model was applied to two community colleges: Columbia College, in California, and the West Campus of Pima County Community College District, in Arizona, to determine similarities and differences between organizational structures. Similarities found in the campuses' organizational structures included the following: the least amount of time was spent on long-term issues; there was a low level of certainty regarding external information; and there was a high level of certainty regarding internal information, but no consistency among unit leaders. Organizational structure differed in that the West Campus emphasized peer relationships in accomplishing tasks, while Columbia focused on the task and took the peer relationship for granted. The model was found to be useful in recognizing barriers to integration in an institution; adapting to the needs of the future; and placing an emphasis on the value of individuals, units, and the system itself in any institutional efforts. (TGI)

ED 387 197   JC 950 502

Student Retention and Graduation, University System of Georgia.
PUB DATE- Sep 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; Bachelors Degrees; *Black Students; *College Freshmen; College Graduates; Community Colleges; Comparative Analysis; Ethnicity; Full Time Students; Higher Education; National Surveys; *Outcomes of Education; *School Holding Power; State Surveys; *Student Attrition; Two Year Colleges; Universities
IDENTIFIERS- *Georgia University System

Describing outcomes related to student retention and graduation in the University System of Georgia, this six-part report discusses definitions and assumptions pertaining to retention and compares success rates for black, white, developmental studies, and regularly-admitted freshmen students in USG senior and two-year colleges. Section 1 provides an overview of student retention and reviews findings from national and state retention studies. Section 2 focuses on first-year retention of first-time full-time students by institution, race, and admission status, indicating that systemwide senior colleges had a 71.1% and two-year colleges a 58.2% retention rate for 1992-93. Section 3 discusses multiple-year retention of first-time full-time students by institution, race, and admission status, revealing a fall 1984 through fall 1993 retention rate of 56.4% for senior institutions and 42% for two-year institutions. Section 4 focuses on bachelor's degree graduation of first-time full-time students by institution, race, and admission status, indicating that systemwide, 24.3% of the fall 1984 black developmental students graduated after 9 years, compared to 31.1% of other races. Finally, section 5 describes USG programs designed to improve student retention by counteracting the major causes of attrition, including

PUB TYPE- Collected Works - Serials (022),Reports -
  Research/Technical (143),Books (010)
DESCRIPTORS- *Child Abuse; *Child Development; *Child Neglect;
  Child Rearing; *Community Cooperation; Cross Cultural Studies;
  Family Problems; Legal Aid; *Sexual Abuse; Victims of Crime;
  Violence; Young Children
IDENTIFIERS- *Child Safety; *Social Policy; Testimony

This book is devoted to the problems of family violence, child abuse, and child maltreatment, including the legal, social, psychological, and community issues. Articles contained in this volume are as follows: (1) "Child Maltreatment Research and Social Policy: The Neglected Nexus" (D. Cicchetti and S. Toth); (2) "Defining Child Maltreatment: The Interface between Policy and Research" (D. Barnett and others); (3) "Developmental Research and Legal Policy: Toward a Two-Way Street" (R. Thompson); (4) "The Suggestibility of Children's Recollections" (S. Ceci and others); (5) "Optimizing Children's Testimony: Research and Social Policy Issues Concerning Allegations of Child Sexual Abuse" (G. Goodman and others); (6) "Children in Dangerous Environments: Child Maltreatment in the Context of Community Violence" (J. Garbarino and others); (7) "Child Maltreatment: Implications for Policy from Cross-Cultural Research" (K. Sternberg); (8) "Child Maltreatment in the African-American Community" (M. Wilson and E. Saft); (9) "A Family/Relational Perspective on Maltreating Families: Parallel Processes across Systems and Social Policy Implications" (P. Howes and D. Cicchetti); (10) "Child Maltreatment and School Adaption: Problems and Promises" (D. Cicchetti and others); (11) "Child Maltreatment Research: Implications for Program Design" (D. Daro); (12) "Child Abuse Intervention Research: Implications for Policy" (D. Wolfe); and (13) "Child Maltreatment: Where Do We Go from Here in Our Treatment of Victims?" (S. Toth and D. Cicchetti). Each article includes references. (AP)

ED 387 216   PS 023 489

Hauser-Cram, Penny; And Others
Early Education in the Public Schools: Lessons from a
  Comprehensive Birth-to-Kindergarten Program. The Jossey Bass
  Education Series. Jossey-Bass Social and Behavioral Science
  Series.
PUB DATE- 91
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Desrriptive (Program/Project Descriptions)
  (141),Books (010)
DESCRIPTORS- Academic Achievement; *Child Development Centers;
  *Disadvantaged; *Early Childhood Education; *Early
  Intervention; Family Programs; Family School Relationship;
  Models; Outcomes of Education; Parent Attitudes; Parent
  Education; Parent Participation; Parent School Relationship;
  Public Schools; *School Community Programs
IDENTIFIERS- *Brookline Early Education Project; *School Based
  Early Childhood Centers

Using the case of the Brookline Early Education Project (BEEP), begun in Boston in the early 1970s, this book provides a framework for planning, administering, and evaluating a comprehensive birth-to-kindergarten program. Early education programs based in the school can increase parental involvement and improve school performance for children from families across the socioeconomic spectrum. Results from the BEEP program showed that an intensive level of intervention during

Preschool educators developed a library media learning and play center to enable children to "experience" a library; establish positive attitudes about the library; and encourage respect for self, others, and property. The center had the following areas: check-in and check-out desk, quiet reading section, computer center, listening center, video corner, and dress-up area (where children could dress for role plays). Teachers talked with children about how libraries work and how books should be handled. Teachers also conducted several activities with students, including learning how to: role play, use computers for both creative and academic pursuits, use the library, act out stories, and write and illustrate a book. From the project, teachers learned that: (1) as children were less tired, they used the center more appropriately earlier in the day; (2) teachers needed to be familiar with the center in order to facilitate its use; (3) children did role play, check out books, and take them back to their classrooms; and (4) children enjoyed being in the center. Seven activity plans for use with the library play center are included. (JW)

ED 387 233 PS 023 569

Children: Our Future. Proceedings of a Cross-Cultural Conference of Professionals (Petrozavodsk, Karelia, Russia, August 7-13, 1993).
PUB DATE- Aug 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aesthetic Education; Child Development; Child Health; Cognitive Development; Comprehension; Computer Science; Curriculum Development; *Early Childhood Education; Educational Development; Educational Environment; *Educational Research; Educational Technology; *Elementary Secondary Education; Family School Relationship; Foreign Countries; Higher Education; History; Individual Development; Intellectual Development; Linguistic Competence; Mental Health; Preschool Education; Role of Education; Rural Education; School Community Relationship; Social Support Groups; Teacher Education; Teaching Methods

This document is the proceedings of a cross-cultural education conference held in Russia. The conference had four major themes: learning and development, family involvement in education, community and social context of education, and pedagogy. Educational levels discussed ranged from early childhood to university. The body of the document is abstracts of the conference sessions. This is divided into 10 sections: (1) social service and family support; (2) preschool and school pedagogy; (3) pedagogy in higher education; (4) legal issues of children and families; (5) aesthetic education; (6) children's physical and mental health; (7) ecological education; (8) the linguistic program for a Northern European international university; (9) university training for history teachers; and (10) computer science in education. Some specific topics discussed included: county social help systems in Minnesota; early childhood family education; democracy in the elementary school; developmentally appropriate strategies; rural education in North Dakota; foundations for development with children's art; authoritative parenting and teaching; and strategies for conceptual restructuring of early childhood, elementary, and secondary school students. The document also includes an appeal to President Yeltsin, conference recommendations, and appendices containing the conference schedule and brochure. (JW)

With the advent of "perestroika" and "glasnost," Russian childcare and education underwent a transitional period in practice and theory. Contrasting impressions from an earlier visit under the Communist regime, this book describes the experiences of Jean Ispa in her travels to Russia, observing children in six child care centers. Interviews are recounted with directors and caregivers or "upbringers" in child care centers concerning their methods and goals for children, ways that the educational and social environment had changed in recent years, and the most rewarding and most difficult aspects of their work. Also examined are results of a questionnaire disseminated to upbringers and parents regarding changing child care values. Following an introduction outlining the two visits, the chapters of the book are: (1) "Some History," reviewing the historical framework of early childhood education in the Soviet Union; (2) "Management and Staff," presenting aspects of center management; (3) "Top Goals"; (4) "Space and Equipment"; (5) "The Daily Routine"; (6) "Indoor Play"; (7) "Lessons: General Features"; (8) "Lessons: Content Area Specifics"; (9) "Outside Time"; (10) "Meals and Naps"; (11) "Discipline"; (12) "Relationships with Parents"; (13) "What We Think of Each Other's Programs?"; and (14) "What Next?" Contains 107 references. (BGC)

ED 387 253 PS 023 607

Booker, Salih
We Are Your Children: The Kushanda Early Childhood Education and Care Dissemination Programme, Zimbabwe 1985-1993. Early Childhood Development: Practice and Reflections, Number 7.
PUB DATE- 95
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development Centers; Clinics; *Early Childhood Education; Foreign Countries; *Parent Attitudes; *Parent Education; Parent Role; Parent Teacher Cooperation; Preschool Children; Program Descriptions; Rural Areas; *Teacher Attitudes; Young Children
IDENTIFIERS- Bernard van Leer Foundation (Netherlands); *Educare; *Zimbabwe

Part of the series "Early Childhood Development: Practice and Reflections," this report details the Kushanda Project, an early childhood education program in Zimbabwe. The Kushanda Project is a 16-person organization that has helped parents in rural Zimbabwe communities to understand the value of early childhood education and development. Since 1985, the Project has provided training to early childhood education and care center (ECEC) teachers and has worked to establish preschools. Beginning with a small preschool established with support from the Bernard van Leer Foundation on an agricultural cooperative, 9 years later the Project encompasses 150 ECEC centers, caring for 5,000 children in two areas of rural Zimbabwe in Chinyika and Marondera. This report highlights the viewpoints of people involved in the Project--teachers, staff, and parents--using their own words to tell the Project's story. The chapters follow: (1) "The Kushanda Project"; (2) "Early Childhood Education in a New Nation"; (3) "Small Beginnings"; (4) "The Marondera Programme"; (5) "The Chinyika Programme"; (6) "Adult and Health Education"; (7) "The Federation of Kushanda Preschools: The Seeds of a Movement for Community Control and Ownership"; and (8) "Conclusion: Carrying the Torch." (BGC) unique needs of middle-grade students and their parents; (2) challenges can become opportunities for parent and family involvement, implying that schools can make available specific educational opportunities geared to the interests of middle-grade families; (3) relationships are the essence of middle-grade family and community involvement, implying that schools can encourage direct contact between middle-grade families and teachers; (4) responsibility and decision making are shared by many individuals, including the child, implying that schools need to include families, teachers, and students in decisions about curriculum and instruction; (5) sustained parent, family, and community involvement depend on active advocacy by leaders, implying that schools need to look for a whole array of community connections and to use creative approaches in defining leadership and solving problems; (6) a system of supports for teachers and school staff is critical to parent and family involvement, implying that schools can provide professional development on promising practices and family involvement programs; (7) families need connections to the curriculum, implying that families need to create an environment that values achievement; and (8) schools need connections to the community, implying that schools need to seek opportunities to invite the community to participate in school activities. (BC)

ED 387 274   RC 019 967

Delpit, Lisa
Other People's Children: Cultural Conflict in the Classroom.
PUB DATE- 95
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Alaska Natives; American Indian Education; Black Education; *Cultural Differences; *Culture Conflict; Elementary Secondary Education; Ethnic Bias; Ethnocentrism; Higher Education; Language Variation; *Minority Groups; Minority Group Teachers; *Power Structure; Teacher Attitudes; *Teacher Education; *Teacher Student Relationship
IDENTIFIERS- African Americans

This collection of nine essays suggests that many academic problems attributed to children of color actually stem from a power structure in which the worldviews of those with privilege are taken as the only reality, while the worldviews and culture of those less powerful are dismissed as inconsequential or deficient. Part 1 discusses controversies about the relative merits of skills-based and process-based literacy instruction for Black children, points out that minority-group teachers and parents are consistently left out of such discussions, and advocates that the education of minority-group children be based in their own culture while also providing explicit instruction in the linguistic and behavioral "codes of power" of the dominant culture. Essays in part 2 describe village primary schools in Papua New Guinea that give children a solid base in their own language and culture while preparing them for later Western-based schooling in English, discuss personal observations of culture conflict in Alaska classrooms and of ways that Alaska Native teachers adapt the curriculum to local circumstances, and report the views and painful memories of African-American and Alaska Native teachers of their teacher-education and teaching experiences. Part 3 comments on issues of cultural difference and equity in new performance-based teacher assessment, discusses the politics of teaching standard and suggested lecture notes. Lessons aim to help students analyze their feelings and attitudes concerning Native Americans, examine the impact of negative stereotypes and misconceptions, identify common Native American stereotypes in literature, apply the concept of authenticity to their own artwork, recognize contributions of American Indians to American society, demonstrate an understanding of Native American stories and legends, challenge their own previously held attitudes about Native Americans by visiting a reservation, acknowledge accomplishments of prominent Native Americans, and demonstrate an understanding of the oppression of Native Americans by writing a human relations letter to the author or illustrator of a children's book. Appendices consist of instructional materials and related information for teachers, including articles dealing with the oppression of Native Americans; poems and short stories; examples of stereotypes in advertisements, cartoons, and excerpts from children's books; criteria for selecting Native American visitors; information on famous Native Americans; information on evaluation and selection of multicultural literature; a listing of books containing negative images of Native Americans; a listing of Native American tribes; and additional ideas for classroom activities. (LP)

ED 387 291   RC 020 252

O'Brien, Eileen M.
American Indians in Higher Education.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; *American Indian Education; *American Indians; College Faculty; *College Graduates; *College Students; Community Colleges; *Degrees (Academic); Demography; Elementary Secondary Education; *Enrollment; Higher Education; High School Graduates; Student Financial Aid; Tribally Controlled Education

This brief draws on data from the 1980 and 1990 censuses and other sources to profile American Indian demographic trends and educational experiences. Highlights for 1988-90 include the following: (1) the American Indian population reached 1.9 million in 1990, up 38 percent from 1980; (2) the high school dropout rate for American Indians was 35.5 percent, compared to 28.8 percent for all students; (3) 103,000 American Indian students enrolled in higher education, up 11 percent in 2 years; (4) 9 percent of American Indian adults had completed 4 years of college, compared to 20 percent of the total population; (5) over half of American Indian college students were enrolled in 2-year colleges, and almost 75 percent were enrolled in 79 institutions; (6) over half of American Indian college students dropped out during their first year; and (7) American Indians earned less than 1 percent of all degrees awarded and comprised less than 1 percent of all full-time higher education employees. Summaries of the available data are presented for the following areas: (1) demographic trends (population growth and concentration, age, and educational attainment); (2) precollege indicators (elementary and secondary enrollments, at-risk characteristics, public high school graduates, eighth-graders' plans for postsecondary education, and SAT and ACT scores); (3) postsecondary enrollment; (4) financial aid for undergraduate and graduate and White high school graduates followed a more rigorous curriculum than a decade ago, but Hispanic graduates were less likely to have taken advanced science and mathematics courses. Even though they tend to have lower educational aspirations than Whites, Hispanic students are as likely to make the immediate transition from high school to college. However, average educational attainment levels are lower among Hispanic than White young adults. Employment rate and earnings are positively associated with educational attainment but are lower for Hispanics than for Whites with the same amount of education. Among adults, Hispanics have lower average literacy levels than Whites, both in general and at similar levels of educational attainment. Contains 19 figures and data tables and 24 references. (Author/SV)

ED 387 308 RC 020 319

Zuber, Eileen, Ed.; Heasley, Daryl K., Ed.
Combined Report, 1994: Selected Research and Extension Projects of the Four Regional Rural Development Centers. NERCRD Publication No. 69.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- May 95
NOTE- 39p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Development; Community Planning; Conservation (Environment); Delivery Systems; *Economic Development; Family Programs; Human Services; *Leadership Training; Poverty; Profiles; Program Descriptions; Regional Programs; Research and Development Centers; *Research Projects; *Rural Development; Rural Education; *Rural Extension; Youth Programs
IDENTIFIERS- *Capacity Building; *Regional Rural Development Centers

Small towns and rural places face numerous barriers to development. In response, the four Regional Rural Development Centers serve as regional and national networks to catalyze, initiate, facilitate, and evaluate research and educational programs that have potential to improve rural economic and social well-being. Such programs focus on developing skills and problem solving processes of individuals in small towns and rural places. This publication profiles the Centers' cooperative programs and those of each Center, focusing on five key issues for the 1990s: (1) improving economic competitiveness and diversification; (2) supporting management and strategic planning for economic investment; (3) creating capacity through leadership; (4) assisting in family and community adjustments to stress and change; and (5) promoting constructive use of the environment. These programs are concerned with economic development, community development, business development, tourism, recycling, natural resource management, attracting retirees, marketing, local public finance, accessing higher education resources, strategic community planning, rural service delivery, public policy education, consumer education, student attitudes toward economic development and outmigration, leadership training, youth leadership, relationship between rural education and rural development, poverty research, health care, youth problems and needs, parenting education, sustainable agriculture, and conservation. Contains photographs. (SV) school students see themselves using science? (4) Where do middle school students see others using science? and (5) What are the perceptions of middle school students of how others use science in everyday situations? Students participated in semi-structured interviews and filled out a questionnaire while teachers were interviewed. Results show that most students defined science as an academic subject and perceived its purpose as preparation for higher grades, higher studies, and careers; and saw themselves and others using science in academic settings. Moreover, most of the teachers of the students participating in the study defined science as an academic subject whose purpose was to give students information about the world and perceived themselves and others using science in school related settings. Contains 38 references. (JRH)

ED 387 329 SE 056 647

Barnea, Nitza; And Others
Model Perception among Pre- and In-Service Chemistry Teachers.
PUB DATE- 23 Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemical Bonding; *Chemistry; Foreign Countries; Higher Education; *Models; *Molecular Structure; Questionnaires; Science Education; *Science Teachers; Secondary Education; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- Israel; Preservice Teachers

In science teaching insufficient emphasis is placed on the fact that models are simulations of reality based on a certain theory and that molecules are not miniatures of the models that represent them. The study reported in this paper investigated how chemistry teachers perceive the nature and functions of models. The research population included an experimental group of in-service teachers who attended a 56 hour training and a control group of pre- and in-service teachers. The training dealt with the model concept and ways to use various model types to illustrate chemical bonding and structure. Results indicate that: most of the participants thought of a model as a way to describe a process or a phenomena which we cannot see, they perceived models as a means to enlarge or reduce real processes or phenomena or to illustrate some theory, more teachers who took part in the training agreed that models can be used for prediction, and only teachers of the experimental group made a distinction between a mental image and a concrete model that can be seen and touched. It was concluded that the in-service training on models improved several aspects of the trainees' model perception. Contains four references. (Author/JRH)

ED 387 330 SE 056 648

Allen, Nancy J.
"Voices from the Bridge": Kickapoo Indian Students and Science Education: A Worldview Comparison.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

view of mathematics as emerging largely from individual and social activity rather than from textbooks, worksheets, and tradition. The learner is depicted as someone who actively constructs meaning instead of passively receiving it. Chapter 2 considers how a greater emphasis on communication (discussion, debate, recording, and writing) stimulates and uncovers students' learning and thinking and leads to a deeper understanding by both teachers and students. Chapter 3 explores how teachers might encourage greater inquiry and communication in a secondary school class by making minor, but thought-provoking changes in ordinary problems and situations. Finally, chapter 4 gives some practical advice on transforming the mathematics classroom into a place where students are expected not only to absorb and consume mathematics but also to produce and think about it. Contains 17 references and 17 figures. (MKR)

ED 387 351   SE 056 817

Wiles, Clyde A., Ed.; Schoon, Kenneth J., Ed.
Mathematics Unit Plans. PACE '94.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 50p.; For related documents, see SE 056 818-820.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Geometry; Lesson Plans; *Mathematics Instruction; *Problem Solving; Secondary Education; *Technology; Units of Study
IDENTIFIERS- *Pre Algebra

This booklet contains mathematics unit plans for Algebra 1, Geometry, Math for Technology, Mathematical Problem Solving, and Pre-Algebra developed by PACE (Promoting Academic Excellence In Mathematics, Science & Technology for Workers of the 21st Century). Each unit plan contains suggested timing, objectives, skills to be acquired, workplace relationships, learning activities with suggested teaching strategies, evaluation techniques, and resources. The unit plans for Algebra 1 include the following: basic operations using rational numbers, solving linear equations, factoring polynomials, algebra in a plane, linear systems, statistics and linear and non-linear functions, graphing, inequalities, integers, and solving equations. The unit plans for Geometry are: estimating heights, Pythagorean theorem, and geometric measurements. The Math for Technology section contains: trigonometric ratios; ratio, proportion, and variation; and linear programming. The Mathematical Problem Solving units are: investing your money, measurement (building a brick wall), statistics, solving equations, and patterns. The Pre-Algebra section contains: percents and applications, ratio and proportion, introduction to statistics, introduction to probability, and formulas for measuring shapes of 2 and 3 dimensions. (MKR)

ED 387 352   SE 056 818

Schoon, Kenneth J., Ed.; Wiles, Clyde A., Ed.
Curriculum Designs for Tech Prep Clusters. PACE '94.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 73p.; For related documents, see SE 056 817-820.

recognize the learning opportunity of the 1996 Atlanta Centennial Olympic Games. The program seeks to integrate academic content from across the disciplines with critical thinking, discussion, and creative expression. Each chapter begins with an overview and objectives followed by a series of related activities. Volume 1 has five chapters with learning activities; those chapters include: (1) "Where the Spirit Began: The Ancient Games"; (2) "Reviving the Spirit: The Modern Games"; (3) "The Philosophy of the Spirit: Olympism"; (4) "The Spirit in Symbols and Ceremonies"; and (5) "The Spirit Continues: Atlanta Committee for the Olympic Games (ACOG)." The materials were designed to be integrated into the existing programs in K-8 of elementary and middle schools throughout Georgia. The variety of activities is to promote learning in all areas of study and is appropriate for students of various ages. An Appendix contains a glossary of sports, national governing bodies, a bibliography, and resources. (EH)

ED 387 371 SO 024 947

The Olympic Spirit: A Worldwide Connection, Volume II, 1993-94 Curriculum Guide. Olympic Day in the Schools.
PUB DATE- 94
NOTE- 317p.; For volumes I and III, see SO 024 946 and SO 024 948.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; *Cross Cultural Studies; Curriculum Guides; *Elementary School Curriculum; Elementary Secondary Education; *Global Education; *International Programs; International Relations; *Olympic Games; Secondary School Curriculum; Social Studies; Teaching Guides; World Geography
IDENTIFIERS- *Georgia (Atlanta)

This curriculum guide focuses on cultural awareness for students in grades K-8 through studying participants in the 1996 Olympic Games in Atlanta (Georgia). The program explores the cultures of 20 countries through the eyes of an Olympic athlete. Volume 2 consists of two parts. Part 1 has five chapters with learning activities; those chapters include: (1) The Individual; (2) The Family; (3) Neighborhood/Community; (4) Region; and (5) Cross Cultural Comparisons. Part 2 gives country and athlete information on the participant countries of: (1) Algeria; (2) Argentina; (3) Australia; (4) Belgium; (5) Brazil; (6) Canada; (7) Chile; (8) Costa Rica; (9) England; (10) Germany; (11) Israel; (12) Italy; (13) Japan; (14) Kenya; (15) The Netherlands; (16) Nigeria; (17) Norway; (18) Panama; (19) Russia; and (20) Thailand. The materials were designed to be integrated into existing programs with the 20 countries featured because they are currently included in the curriculum of many elementary and middle schools throughout Georgia. The variety of activities is to promote learning in all areas of study. The activities are intended to develop knowledge and stimulate critical thinking, problem-solving and decision-making skills. An Appendix contains a glossary of geography terms, recipes, music education resources, bibliography, materials/resources, and reviews of the 1994 Winter Olympic Games and the Paralympics. (EH)

ED 387 372 SO 024 948

The Olympic Spirit: A Worldwide Connection, Volume III, 1994-95 Curriculum Guide. Olympic Day in the Schools.
PUB DATE- 95

Responsibility; Civics; Cultural Awareness; Cultural
Differences; Cultural Interrelationships; *Cultural Pluralism;
Intercultural Communication; *Multicultural Education

Presented by the Deputy Chairman of the National Endowment for the Humanities, this speech addressed the following: (1) We were all created different! Equal yet different. Different but equal; (2) Those seemingly paradoxical statements do not have to present a dilemma of choice; (3) Our nation has always been one of great diversity; (4) A pluralist society is by its very nature a contradictory society; and (5) A civic dialogue must begin in order to address these issues that threaten to divide us. (EH)

ED 387 394 SO 025 264

Siler, Carl R.
Currency Exchange Rates.
PUB DATE- Sep 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; *Economics; *Exports; Financial Policy; Global Education; High Schools; *Imports; International Relations; *International Trade; *Marketing; *Monetary Systems
IDENTIFIERS- ABB Power T and D Company Inc

This curriculum unit of the Muncie (Indiana) Southside High School is to simulate the dynamics of foreign currency exchange rates from the perspectives of: (1) a major U.S. corporation, ABB Power T & D Company, Inc., of Muncie, Indiana, a manufacturer of large power transformers for the domestic and foreign markets; and (2) individual consumers who purchase imported items. An interdisciplinary approach is used with a variety of skills to be enhanced. The unit is composed of four major parts: (1) introduction to ABB, exchange rates, and a map of Germany; (2) transformer manufacturing; (3) transformer cost and currency exchange; and (4) import and export-currency exchange. (EH)

ED 387 395 SO 025 268

History Alive! Six Powerful Teaching Strategies. Manual for Engaging ALL Learners in the Diverse Classroom.
PUB DATE- Jul 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Creative Thinking; Creativity; Cultural Differences; *Cultural Pluralism; *Discovery Learning; *Divergent Thinking; Elementary Secondary Education; Higher Education; *History Instruction; Inquiry; Instructional Materials; Problem Solving; Social Studies; Thinking Skills
IDENTIFIERS- Diversity (Student)

This book is used as a two-day workshop for teachers in how to use the "History Alive!" program. The three premises of the program include: (1) cooperative interaction; (2) multiple intelligences; and (3) the spiral curriculum. The strategies developed focus upon: (1) Interactive Slide Lectures; (2) Social Studies Skill Builders; (3) Experiential Exercises; (4)

IDENTIFIERS- Brevard Community College FL
This paper reports on the study at Brevard Community College in Florida to discover how faculty and students can learn from each other. By examining the diverse elements of the college population and making the findings widely available, the disparate liberal arts courses and the diversity of participating faculty and students can become mutually enriching. The goal is to get students to discover America by using a problem-posing pedagogy that is based on a dialogue between students and faculty, and on collaboration in which the crucial issues of the time are set forth and exposed. Students are encouraged to question possibilities and make choices in order to participate in a community of scholars. The student survey with results, and the memo to faculty soliciting contributions, and sample faculty contributions are included. Contains a 55-item bibliography. (Author/EH)

ED 387 415 SO 025 336

Music Curriculum Bulletin.
PUB DATE- 85
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Fine Arts; *Humanities; Liberal Arts; *Music; *Music Education; State Curriculum Guides; State Programs; State Standards
IDENTIFIERS- Oregon
This curriculum bulletin was intended to explain the Oregon Action Plan and its implications for the music curriculum in Oregon schools. The bulletin contains two sections. Section 1, "Music and the Present Standards", includes the following: (1) "Implications for Changes to Standards"; (2) "The Oregon Action Plan with Essential Learning Skills in Listening, Speaking, Reading, Mathematics, Critical Thinking and Study Skills"; and (3) "Music Textbooks." Section 2, "Music Curriculum Update," includes: (1) "Purpose"; (2) "Goals"; (3) "Content and Organization for the Primary and Intermediate Grades, Junior High School/Middle School, and High School Music Program"; and (4) "Music Teachers and Music Support." An appendix lists the graduation requirements for the graduating class of 1988. Six tables show curriculum balance, topical minicourses, and content emphasis. (EH)

ED 387 416 SO 025 338

Metzler, Suzanne
Witness to History: Using Hands-On Activities, A Guidebook for High School History Teachers.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; *Cooperative Learning; *Discovery Learning; *Experiential Learning; High Schools; *History Instruction; Humanities Instruction; Material Culture; *Social History; Social Studies; Student Participation
This guidebook is intended to help high school students discover the connection between themselves and the people from the past by being engaged in hands-on activities. The guidebook allows

and Impact of the Arts: Comparison with the Nonarts" (James H. Gapinski), completes the selection of articles with the common message that the arts have a pervasive, positive effect on local economies. A glossary, a bibliography, and a section about the authors follow. The book is indexed by subject, name, and studies cited. (MM)

ED 387 436 SP 035 024

Sudzina, Mary R.; Coolican, Maria J.
Mentor or Tormentor: The Role of the Cooperating Teacher in Student Teacher Success. Education and Human Resources: Putting the Pieces Together.
PUB DATE- Feb 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Cooperating Teachers; Elementary Secondary Education; Failure; Higher Education; *Interpersonal Communication; *Mentors; *Performance Factors; Preservice Teacher Education; *Student Teachers; Student Teacher Supervisors; Student Teaching; Success; Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Protege Mentor Relationship

This preliminary study examines the perceptions of mentoring relationships between cooperating teachers and student teachers as they impact practicum success or failure. Student teachers (N=74) and cooperating teachers (N=13) at 2 teacher preparation sites were asked to respond either orally or in writing to 3 questions: (1) When you think of a mentor, what qualities come to mind? (2) What are the responsibilities of a mentee? and (3) What factors contribute to a successful student teaching experience? Sets of student teacher responses and cooperating teacher responses are provided. Three vignettes describe failed mentor-mentee relationships and illustrate just a few of the difficulties that arise when expectations and responsibilities between cooperating teachers and supervising teachers are either unarticulated or incompatible. Preliminary findings suggest that letters of recommendation and grades do not adequately reflect the quality of the relationships between cooperating and student teachers, that cooperating teachers tend to function as advisors to student teachers rather than as mentors, and that mentoring takes place on an ad hoc basis and has not yet been identified explicitly as an expectation in preservice teacher education. (Contains 19 references.) (LL)

ED 387 437 SP 035 957

Valenciana, Christine
Teaching for All--The Preparation of Student Teachers To Work with Diverse Populations in the Elementary School.
PUB DATE- 21 Apr 95
NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; Elementary

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging in Academia; Chronological Age; Demography; *Educational Change; *Educational Trends; Elementary Secondary Education; Employment Patterns; Foreign Countries; Job Satisfaction; Population Trends; Teacher Attitudes; Teacher Effectiveness; Teacher Role; *Teachers; Teacher Student Relationship; Trend Analysis
IDENTIFIERS- *Australia

This paper examines issues of Australian teachers' professional development and personal welfare, pressing issues Australian education as a period of unprecedented change has been paralleled by significant and rapid aging of the Australian teaching population. Noting that the average age of teachers is 44 and rising, the paper argues that a major challenge lies in ensuring teachers and school administrators are motivated, abreast of current developments, forward looking, innovative, and satisfied by their role. The paper reviews implications of the aging in the teaching population and explores sources of teacher satisfaction and dissatisfaction, based on current and recent research. The review finds that the greatest source of satisfaction is pupil achievement and teacher accomplishment. Other sources of satisfaction are recognition from others, self-growth, the mastery of subject content and teaching skills, and good relationships with students, parents, and other teachers. Overall teacher satisfaction is found to be closely tied to the human or affective domain. The paper closes by arguing that the aging of the Australian teaching population must be addressed at personal, school, and systemic levels if teachers are to bring to fruition the nation's increasing, and at times contradictory, expectations for education. (Contains 29 references.) (JB)

ED 387 456 SP 036 226

Girard, Kathryn L.
Preparing Teachers for Conflict Resolution in the Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Conflict Resolution; Demonstration Programs; Educational Needs; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Instructional Materials; *Preservice Teacher Education; Training Methods
IDENTIFIERS- ERIC Digests

Conflict resolution refers generally to strategies that enable students to handle conflicts peacefully and cooperatively outside the traditional disciplinary procedures. This digest discusses several approaches, both inservice and preservice, to preparing teachers to play a role in conflict resolution within schools and identifies problematic issues related to this preparation such as principal's leadership, targeted follow-up support to teachers, the fit (or lack of it) between program demands and resources, and the need for systemic, school-wide change versus individual classroom change. Although educators primarily learn about conflict resolution on their own or through staff development programs, this paper encourages

was focused on nine financial aid variables, five additional noncategorical and six categorical variables and their relationship to yearly persistence to graduation. Nine models were derived using logistic regression. Although loans were a significant discriminator between persisters and nonpersisters for white males and females during their freshmen year, academic ability of students may have influenced the results since the institutional financial aid award policy establishes an inverse relationship between the amount of loans that make up a student's financial aid package and their academic ability. As students progressed toward graduation, the amount of financial aid award and unmet need became more important discriminators than types of financial aid. College grade point average was found to be the strongest discriminator of all 20 variables in predicting persistence during the first 3 years. Ethnicity, gender, and year in school appeared to be important variables in studying different types of financial aid and other variables on persistence. (Contains 12 references.) (Author/SW)

ED 387 010 HE 028 591

Ingram, John A.
Using IPEDS Data for Selecting Peer Institutions. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; *Comparative Analysis; Databases; Evaluation Methods; Higher Education; Information Sources; *Institutional Evaluation; *Institutional Research; Models; *Peer Institutions; Postsecondary Education; Public Colleges; *State Colleges
IDENTIFIERS- *AIR Forum; Integrated Postsecondary Education Data System

A process for selecting peer institutions for budget and program review of public postsecondary institutions is discussed. Data from the Integrated Postsecondary Education Data System (IPEDS), a national database, were used to select peer institutions. The first task was to identify the kinds of institution representatives to include as participants in selecting the institutional peer groups, such as the president or chancellor, institutional planners and researchers, executive and budget officers, and possibly focus groups representing faculty, deans, and others. Steps involved in the planning process were: (1) definition of purpose, (2) identifying the uniqueness of target institutions, (3) the initial screening process, (4) data fact finding and information gathering, (5) developing a model for screening potential peers, (6) making the final selection, and (7) validating the peer list. Three alternative data/information models are explained: the data model, the analytical model, and the information model. Checking mechanisms, which although not essential to a selection process, were considered to help confirm the planning steps. These mechanisms included using consultants and ad hoc comparisons, as well as information from multiple sources and using multiple data/information models. Finally, a periodic review by surveys, and especially with the

(150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Case Studies; College Environment; *College Faculty; Comparative Analysis; Ethnic Discrimination; Faculty College Relationship; *Faculty Mobility; Faculty Publishing; Faculty Workload; Higher Education; Publish or Perish Issue; Research; Sex Discrimination; *Teacher Attitudes; Teacher Persistence; Teacher Responsibility
IDENTIFIERS- Faculty Attitudes; Faculty Research

This study of factors leading to early departure from institutions of higher education used case studies of five newly hired faculty members who left their institutions with five matched (for cohort, institution, and department) newly hired peers who remained. Survey data were gathered from newly hired faculty at five institutions during the 1991 and 1992 academic years. A sub-sample of this group who left their hiring institutions (Leavers) was identified in the spring of 1994 and interviewed over the telephone as were the "peer matches." "Peer matches," faculty in the same cohort, institution, and department as Leavers, were interviewed by telephone in the fall/winter of the 1994-95 academic year. Comparison of the pairs of leavers and matches found: (1) leavers believed more strongly that research success was more rewarded by their institutions than teaching success; (2) leavers perceived their institution's expectations for time spent on teaching to be lower than other respondents while spending less time teaching than their peer matches; (3) leavers gave less credence to feedback received from colleagues and chairs on both teaching and research; (4) leavers rated the fair treatment of female and minority faculty at their institutions lower than other respondents; (5) 40 percent of leavers reported some form of discrimination at their hiring institution; and (6) leavers reported having more control over their professional lives after leaving their hiring institution. (Contains 15 references.) (JB)

ED 387 029 HE 028 610

Haygood, E. Langston; Iran-Nejad, Asghar
A Study of the Relationship between Learning Conceptions and Learning Styles among College Students.
PUB DATE- 11 Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; *College Students; Comparative Analysis; Grade Point Average; Higher Education; *Personality Measures; Personality Traits; *Student Characteristics
IDENTIFIERS- Learning Conceptions Inventory; *Learning Patterns; Myers Briggs Type Indicator

This study compared learning conceptions as described by the Learning Conceptions Inventory (LCI) with learning styles and personality types of the Myers-Briggs Inventory and with grade point averages among 303 college and graduate students from several institutions in Alabama. Data were analyzed using canonical correlational analysis and regression analysis. Results indicated that teaching and learning that is "whole-theme" correlates with the introversion/intuition/thinking/judging-

Students; Curriculum; Educational Policy; Faculty Mobility; Graduate Study; Higher Education; *Needs Assessment; Program Evaluation; *Program Improvement; State Aid; *State Universities; Teacher Salaries; Veterinarians; *Veterinary Medical Education
IDENTIFIERS- *University of Florida

This report reviews the University of Florida's College of Veterinary Medicine and provides an analysis of the institution's strengths and weaknesses, along with recommendations to improve the college's programs. It examines the college's degree programs, students, faculty, facilities, and resources, as well as actions taken to meet recommendations issued by the Florida Board of Regents and the American Veterinary Medical Association Council on Education recommendations in 1986 and 1987, respectively. The report notes that the college's strengths include a respected administration, a strong relationship with livestock, equine, and greyhound industries in the state, and quality students and faculty. Weaknesses include fragmented facilities on and off the main campus, low faculty salaries, and high faculty turnover. Between 1988 and 1994 the college lost 41 out of 97 faculty, largely due to individuals accepting better-paying positions at other institutions. It argues that the college needs to take steps to increase faculty salaries and prevent faculty turnover. Six appendixes include Board of Regents minutes, licensure examination results, results of a survey of graduates, comparative faculty salary data, data on faculty attrition, and the consultant's vita. Contains a 42-item list of original research reports. (MDM)

ED 387 048 HE 028 630

Edwards, Anne, Ed.; Knight, Peter, Ed.
Assessing Competence in Higher Education. Staff and Educational Development Series.
PUB DATE- 95
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Achievement Tests; Case Studies; Competency Based Education; *Evaluation Methods; Foreign Countries; Higher Education; Minimum Competencies; *Minimum Competency Testing; National Competency Tests; Peer Evaluation; Performance Contracts; *Student Evaluation; Student Projects; *Teacher Competency Testing; Teacher Education; Thinking Skills; Vocational Education
IDENTIFIERS- United Kingdom

This collection of 12 essays focuses on issues surrounding the assessment of competence in higher education, providing examples to illustrate the competence approach in practice in the United Kingdom. They include: (1) "The Assessment of Competence in Higher Education" (Anne Edwards and Peter Knight); (2) "National Vocational Qualifications: The Outcomes-Plus Model of Assessment" (Chris Boys); (3) "Assessing Competence: The Experience of the Enterprise in Higher Education Initiative" (Sue Otter); (4) "The Assessment of Professional Competences: The Importance of General Criteria" (Richard Winter); (5) "The Current Possibilities for Competence Profiling in Teacher Education" Peter Tomlinson and Sam Saunders); (6) "Assessing Competence in Teacher Education" (Rob Halsall); (7) "Recording Achievement in Higher Education" (David Hustler); (8) "Assessing Competence in Engineering Project Management" (Richard Carter and Bob Neal); (9) "A Case style, and explored the literature on learning style research among diverse groups. The study reviewed definitions of learning style versus cognitive style and explored learning style theories including personality models, an information processing model, and the social interaction model. The study also explored research on learning styles among diverse groups at the postsecondary level and found that much of this research finds that learning styles may follow cultural patterns. Exploration of the implications of the relationship between learning styles and cultural diversity for higher education instruction led to the conclusion that colleges and universities should conduct professional development activities on the use of learning styles in improving teaching and student development, that classroom research in this area should be promoted, that curricular experiences should help students learn how to learn, and that search committees should take candidates' understanding of teaching and learning practices into account. (Contains 32 references.) (JB)

ED 387 068   HE 028 653

Stroup-Benham, Christine A.; And Others
Comparison of Two Educational Strategies in Teaching Preventive Cardiology.
PUB DATE- Apr 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clinical Experience; *Clinical Teaching (Health Professions); Comparative Analysis; *Conventional Instruction; *Discussion (Teaching Technique); *Graduate Medical Education; Higher Education; *Instructional Effectiveness; *Teaching Methods
IDENTIFIERS- *University of Texas

This study assessed the impact of two educational strategies: text only versus text plus small group discussion, among two groups of third-year internal medicine clerkship students in a preventive cardiology course. The course was a required, 12-week Internal Medical clerkship at the University of Texas Medical Branch. The first group reviewed written information in the course syllabus consisting of content-specific information plus a clinical case presentation developed by a physician. The second group received the same written material plus a 1-hour case-based group discussion. These students met in group of about 12 with a physician acting as a facilitator. An observer documented the consistency of the student experiences across groups. These two educational strategies were compared in two consecutive clerkship cohorts during the 1993-94 academic year. The impact of the methods was assessed using two evaluation methods: a survey of student knowledge and a performance-based objective structured clinical examination conducted at the end of the clerkship. Analysis suggested an overall improvement in knowledge of preventive cardiology for all students by the end of the clerkship, regardless of educational technique. (Contains 16 references.) (JB)

ED 387 069   HE 028 654

Merisotis, Jamie P.; And Others
The Next Step: Student Aid for Student Success.
SPONS. AGENCY- Education Resources Inst., Boston, MA.
PUB DATE- Jun 95
NOTE- 53p.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cost Effectiveness; *Educational Media; Educational Television; *Instructional Effectiveness; Interactive Video; Mass Media; *Media Research; Scientific Research
IDENTIFIERS- *Video Production; *Video Technology

This volume is a blend of media research, cognitive science research, and tradecraft knowledge regarding video production techniques. The research covers: visual learning; verbal-auditory information; news broadcasts; the value of motion and animation in film and video; simulation (including realism and fidelity); the relationship of text and graphics; computer-based learning using video and animated graphics; the role of effort in learning from media; and the concept of media symbol systems. When available, results from various meta-analysis are also reviewed. Media systems are discussed in terms of instructional effectiveness and cost benefits. Media systems include educational television, distance learning, and teacher education. Many of the benefits of video are practical ones, for example, convenience, access, standardization, and efficiency. Chapters include: "Forms of Educational Television"; "Processing Visual and Verbal Information"; "Dynamic Visual Presentations"; "Computer-Based Interactive Video"; "Video Production Methods and Tradecraft"; "Production Methods and Learning"; "Learning, Mental Effort, and the Perception of Media"; "Symbol Systems and Media"; and "Perspectives on Video Media." (Contains over 500 references.) (MAS)

ED 387 086 IR 017 303

Smith, John B.
Collective Intelligence in Computer-Based Collaboration. Computers, Cognition, and Work Series.
PUB DATE- 94
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Computer Mediated Communication; *Cooperation; *Group Behavior; Group Dynamics; Interaction Process Analysis; Models; Teamwork

A new paradigm for computer-supported cooperative work and a research agenda for developing and testing this paradigm are proposed. The book outlines a comprehensive model of collaboration that integrates the cognitive/conceptual and social dynamics of groups. The challenge faced by all groups engaged in intellectual work is to divide the task so that efforts of individual members may proceed in parallel and, on the other hand, to synthesize their separate contributions to form a coherent whole. These challenges are addressed through an examination of the general form of a theory of computer-based collaboration that extends across different tasks and situations. Two metacognitive issues--awareness and control--are discussed as arising in collaborative behavior. A number of advanced computer systems that support collaboration are reviewed; their impact on the thinking and behavior of groups is a particular focus. The theoretical framework combines elements of Information Processing System (IPS) theory, and its detailed process models of cognitive behavior, with the situated perspective of activity theory. The book suggests new ways of conceiving problems and solutions to all those proportions of hardware types and proportions of software applications used by accounting, business management, and office management graduate respondents. (AEF)

ED 387 105 IR 017 322

Pollack, Thomas A.
Information Technology Curricula: Business and Interdisciplinary Perspectives.
PUB DATE- 95
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science; *Curriculum Design; Higher Education; *Information Systems; *Information Technology; *Interdisciplinary Approach; *Partnerships in Education; Problem Solving; Systems Approach; Teaching Methods; Technological Advancement
IDENTIFIERS- *Duquesne University PA

This paper presents a newly-revised information technology curriculum and an interdisciplinary curriculum which couples information systems (IS) and computer science. Discussion includes changes in teaching and learning methods; technological developments; partnerships with businesses and educational institutions; a collaborative curriculum framework for computer science and information systems, which includes problem solving, organization and system theory, information technology (database, modeling, and IS development), and information technology (computer hardware, communications, and operating systems); and an outline of the MIS/Computer Science program at Duquesne University (Pittsburgh), which entails receiving dual degrees from the School of Business and College of Liberal Arts. (Contains eight references.) (AEF)

ED 387 106 IR 017 323

Redlawsk, David P.
Conducting Political Science Research Using Multimedia.
PUB DATE- 95
NOTE- 11p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; *Decision Making; Demography; Electronic Text; Higher Education; Information Transfer; Interactive Video; *Multimedia Materials; *Political Attitudes; *Political Campaigns; Questionnaires; *Research Tools; *Voting
IDENTIFIERS- Rutgers the State University New Brunswick NJ

This paper describes an election simulation developed at Rutgers University (New Jersey) using Multimedia Toolbook. Toolbook has features which enable an information flow to be presented which mimics the flow of a campaign, using both text and video. Subjects are presented with textual information that flows across the screen, representing the passage of time. They may choose from a number of "headlines" in order to learn more

(Cable News Network). Eleven figures and one table illustrate data. (MAS)

ED 387 125 IR 017 354

Kyker, Keith; Curchy, Christopher
Video Projects for Elementary and Middle Schools.
PUB DATE- 95
NOTE- 121p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Educational Technology; Electronic Equipment; Elementary Education; *Elementary School Curriculum; Evaluation Criteria; Integrated Curriculum; *Middle Schools; *Production Techniques; *Student Projects; *Videotape Recordings
IDENTIFIERS- *Video Production

With step-by-step plans for 25 creative curriculum-based video projects, this project guide for elementary and middle school educators facilitates video production. Activities that span the curriculum increase student knowledge in a variety of subjects while building video production skills and putting students in an active role with television. The focus is on hands-on projects in the areas of social development, social studies, language arts, science, mathematics, safety and health, physical education, art, and school and community, but the book also includes notes to teachers, tips for improving student work, and fully reproducible handouts. In addition, equipment and techniques for video projects are reviewed--camcorders, audio mixers, macro projects, audio dubbing, and more. A discussion is also provided on how to evaluate video projects, how to manage an elementary or middle school video production program, and how to communicate with parents. (MAS)

ED 387 126 IR 017 355

The EDUTECH Report. The Education Technology Newsletter for Faculty and Administrators, 1992-1993.
PUB DATE- Mar 93
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Information; Computer Security; *Computer Uses in Education; Decision Making; Educational Change; Educational Planning; *Educational Technology; Higher Education; Information Systems; *Information Technology; Interviews; Leadership; Strategic Planning; Telecommunications
IDENTIFIERS- Distributed Computing; EDUCOM; Information Infrastructure

This newsletter examines education technology issues of concern to school faculty and administrators. Regular features in each issue include educational technology news, a book review, and a question and answer column. The cover articles during this volume year are: "Data Access Issues: Security Vs. Openness"; "Creation of an Information Infrastructure" (John D. Hoh); "Enterprise-Wide Computing: A Vision Takes Shape"; "Educational Change Through Technology"; "Strategic Planning: A Business Plan for Computing"; "Hot Issues 1992-1993"; "Decision-Making for Academic Computing: the Cascade Effect"; "New Leadership at EDUCOM: Interview with Robert C. Heterick"; "Exemplary Leadership and IT Excellence"; "IT Excellence: It's Not Instant

ED 387 145 IR 055 672

Cunningham, Ann Marie, Ed.; Wicks, Wendy, Ed.
Changing Roles in Information Distribution. 1994 NFAIS Report Series, 1.
PUB DATE- 93
NOTE- 147p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Authors; Delivery Systems; Diffusion (Communication); Electronic Publishing; *Futures (of Society); *Information Dissemination; *Information Industry; Information Technology; *Publishing Industry; Users (Information)
IDENTIFIERS- Publisher Role

This report tracks the evolution of information through the eyes of the five traditional "players"--author, primary publisher, secondary publisher, distributor, and information consumer. It maps the trajectory of publishing through the media landscape--from print to online to CD-ROM to networks. Representatives from each constituency describe the impact of the following factors on their identities and missions in the distribution chain: vertical integration/consolidation; economics and pricing; proprietary rights; ownership information; data scrutiny; peer review; liability issues; formats/media; multimedia permissions; and changing distribution flows. Future changes in the roles of the five players during an era of evolving distribution technologies and industry consolidation are analyzed. The five chapters are: "The Author in the Digital Environment" (Elisabeth Davenport); "The Publisher's Position: Survival in an Electronic World" (Robert Campbell); "The Evolving Information Chain and Secondary Publishers" (Dennis Auld and Nancy J. Jamiolkowski); "The Changing Business of Information Distribution" (John A. Hearty and Robert D. Smith); and "The Information Consumer in Transition" (Barbara Quint). (Each chapter has several references.) (MAS)

ED 387 146 IR 055 673

Chan, Lois Mai
Library of Congress Subject Headings: Principles and Application. Third Edition.
PUB DATE- 95
NOTE- 541p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Authority Control (Information); *Cataloging; Classification; Futures (of Society); Information Policy; *Information Retrieval; Information Systems; *Library Catalogs; Online Catalogs; *Subject Index Terms; Vocabulary
IDENTIFIERS- *Library of Congress Subject Headings; *MARC

The Library of Congress Subject Headings (LCSH) system has become a primary subject retrieval tool in an environment that is very different from that for which it was designed and developed. This book is a comprehensive guide to the principles and application of LCSH that reflects changes and developments in the field. The text is divided into three parts. Part 1 gives a brief history of the system, analyzes its principles, and including child care provided to 3 students, technical content course tutoring to 20 students, and transportation funding to 25 students; (3) networking with the community through conferences and special workshops; (4) the implementation of a self-investment class, a technical applied physics class, a math class, and a Vocational Industrial Clubs of America (VICA) program; (5) work study arrangements made for 26 students at 10 locations; and (6) certificates of completion and participation for the VICA students awarded to 22 students. The bulk of this report is comprised of 25 appendixes providing data on WIT allocation and discretionary budgets, a discussion of obstacles to program implementation, empowerment workshop materials, program forms and survey instruments, a self-investment syllabus, information on VICA projects, a list of workstudy locations and presentations made, lists of applicants and participants by semester, a schedule of career exploration workshops, a tutoring report, a nontraditional statement form, a list of workstudy participants, student program evaluations, a list of mentors/recruiters, and graduation material. (KP)

ED 387 164 JC 950 466

Seppanen, Loretta
Outcomes and Impacts from the First Two Years of the Timber Retraining Benefits (TRB) Program. Research Report No. 95-3.
PUB DATE- Aug 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Vocational Education; Community Colleges; *Dislocated Workers; *Economic Impact; Employment Statistics; *Labor Force Development; *Lumber Industry; Program Effectiveness; Program Evaluation; *Retraining; Salaries; Student Attitudes; Tables (Data); Two Year Colleges
IDENTIFIERS- *Washington

From 1991-93, 2,147 dislocated workers from timber-impacted counties of Washington state received Timber Retraining Benefits (TRB), with 81% using the aid to attend a state community or technical college. To determine the impact of the TRB program on the dislocated workers and their timber communities, the Washington State Board for Community and Technical Colleges conducted a study of TRB students' vocational outcomes from the 1991-93 period. Study findings included the following: (1) the employment rate at the end of the period for all TRB students completing training was 79%, compared to 84% for those who completed vocational programs; (2) employed former TRB students recovered 87% of their former wage level; (3) employed graduates earned a median entry-level wage of $10.85 per hour; (4) 7 to 9 months after graduating or leaving college, TRB students had an unemployment rate of 9%, compared to 11% for other residents of timber-impacted counties; (5) 85% were satisfied with their training program; (6) TRB students had a higher graduation rate than other students in timber-impacted counties; (7) the multiplier effect of TRB funds on timber communities resulted in $64 million in economic activity in the private sector; and (8) 55% of TRB students who received training in occupational areas remained in their community following program completion. (A list of TRB funds paid to 42 job service centers is appended. Contains one table and seven graphs.) (KP)

ED 387 165 JC 950 467

programs increased from under 27,000 to 37,000. In part two, minority student enrollment is described for 1989-93, focusing on differences in enrollment by gender, student major, persistence and graduation, and financial aid eligibility for white, black, and other non-white groups. This section indicates that in fall 1989 white students accounted for 81% of enrollments, black students for 12%, and other groups for 7%, while in fall 1993, whites accounted for 76%, blacks for 15%, and other groups for 9%. Data tables by college are appended. (BCY)

ED 387 181 JC 950 484

McHewitt, Earl R.
Virginia Employers of 1992-1993 VCCS Graduates. Virginia Community College System Research Report Series.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; Comparative Analysis; *Employment Statistics; Followup Studies; Instructional Program Divisions; *Outcomes of Education; *Salaries; State Surveys; Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- *Virginia Community College System

To determine employment outcomes for graduates of the 1993-93 academic year, the Virginia Community College System (VCCS) undertook a study of outcomes by examining state unemployment insurance wage records. The analysis determined that for all 23 colleges in the system, 63.6% of graduates were employed by a Virginia business or industry at the end of 1993. Other findings included the following: (1) 43.8% of VCCS graduates were employed in service industries, 20.7% in retail trade, 12.6% in manufacturing, 6.4% in public administration, and 5.2% in finance, insurance, and real estate; (2) colleges with the highest percentages of employed graduates were Blue Ridge at 77.66%, J. Sargeant Reynolds at 74.71% Central Virginia at 74.68%, and Wytheville at 73.42%; (3) colleges with the lowest percentages of employed graduates were Mountain Empire at 54.37%, Northern Virginia at 53.74%, and Eastern Shore at 52.94%; (4) a further analysis of employees by type of employer revealed that 19.4% of the graduates employed in the service industries were employed in health services, the largest percentage; (5) VCCS program clusters employing the largest number of graduates were business at 1,513, public service at 1,427, and health at 1,215; and (6) the highest median salaries went to graduates from the health ($26,948), engineering and industrial ($23,396), and public services ($19,792) divisions. (KP)

ED 387 182 JC 950 485

McHewitt, Earl R.
Population Penetration Rates by City and County, Fall Term 1994. Virginia Community College System Research Report Series.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Attendance; *Community Colleges; Community Size; Declining Enrollment; Enrollment; *Enrollment Rate;

developmental studies, student support services, minority student support, freshman orientation, peer assistance programs, academic intervention, counseling centers, honors programs, academic advisement, and financial aid, while section 6 provides a summary and conclusions. (TGI)

ED 387 198   JC 950 503

Community Colleges and Service Learning.
SPONS. AGENCY- Corporation for National and Community Service, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Citizenship Responsibility; *Community Colleges; Community Responsibility; *Community Services; Cooperative Programs; Program Design; *Program Implementation; *School Community Programs; School Community Relationship; *Student Participation; Student Volunteers; Two Year Colleges
IDENTIFIERS- *Service Learning

The service learning instructional methodology integrates community service with academic instruction and seeks to address local needs and develop students academic skills, sense of civic responsibility, and commitment to the community. The following elements are important for effectively organizing a community college service learning program: (1) start small; (2) identify key faculty who are interested in integrating service into their existing courses; (3) get help from faculty, administrators, service learning teams, and volunteers; (4) conduct a community needs survey or resource inventory; (5) promote the program through student publications and word-of-mouth; (6) create a custom-made service learning program that fits local needs; (7) celebrate successes by expressing appreciation to students, faculty, and local supporters; (8) form partnerships with community agencies; (9) incorporate critical reflection for students into the program via journals, group discussions, or other methods; and (10) incorporate evaluation methods that measure changes in students' attitudes toward community service and their coursework. Other considerations include ensuring adequate legal coverage for off-campus activities and establishing a strong infrastructure of financial and administrative support to sustain the program. Funding options include grants from state departments of education or local corporate foundations, federal money, grants from the Campus Compact Center for Community Colleges, or alumni. (Lists of service learning publications and organizations and information on the American Association of Community Colleges' service learning projects are included.) (KP)

ED 387 199   JC 950 504

Bennett, Carroll L.; And Others
A New Community College Center with Five Partners: A Model for the Future?
PUB DATE- 25 Mar 95
NOTE- 9p.; Paper presented at the Annual Meeting of the North Central Association (100th, Chicago, IL, March 26-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

the first 5 years positively modifies subsequent classroom behavior and academic skills. Chapter 1 discusses why schools are dealing with the idea of providing early childhood programs. Chapter 2 reviews the extensive literature on the success of early childhood programs. Chapter 3 describes the controversy about the role of the public school in early childhood and family support programs, considering arguments raised by critics and advocates of such programs. Chapter 4 presents the origins of BEEP and the research and community base upon which it was built. Chapters 5 through 9 examine in detail the three components of BEEP: parent education and support; early childhood education for toddlers and pre-kindergartners (including evaluation of providing a bilingual program for children from Hispanic families); and health and development monitoring. Chapter 10 summarizes the views of parents who participated in BEEP, emphasizing the program components they found most and least valuable. Chapter 11 evaluates BEEP based on its impact on children's functioning in kindergarten and grade two. Chapter 12 considers BEEP in light of current discussions about school-based early childhood programs and delineates components critical to the success of such programs. Five appendices contain questions parents asked about BEEP, questions BEEP staff used during home visits, tables of assessment measures and data, and Brookline Public Schools' policy statement on early education. Contains approximately 250 references. (TM)

ED 387 217   PS 023 493

Koralek, Derry G.; Foulks, Debra D.
Caring for Children in School-Age Programs. A Trainer's Guide.
PUB DATE- 95
NOTE- 295p.; For a related document, see ED 368 474.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; Child Care Occupations; Day Care Centers; Elementary Education; *Independent Study; *Professional Training; School Age Day Care; Supervisory Methods; *Supervisory Training; *Trainers; *Training Methods
IDENTIFIERS- Caregiver Training

This guide assists trainers of school age program staff who are using the self-instructional book "Caring for Children in School-Age Programs," during which time trainers must play an active role. Chapter 1 describes the content, format, and training approach of "Caring for Children in School-Age Programs"; discusses how to offer training based on adult learning principles; describes professional development and program improvement in the area of school age care; and suggests ways to make training count. Chapter 2 gives an overview of the trainer's role in introducing the self-instructional training program, completing the orientation, and working through a module. This chapter also discusses providing feedback, describes what staff and trainers do to complete each module, and suggests strategies for extending learning. Chapter 3 (addressed to trainers who will deliver training through workshops, seminars, or college courses) describes training techniques, logistics, ways to encourage active participation, and methods for evaluating training. A sample training outline is also provided. Chapter 4 explains the assessment process and includes knowledge and competency assessments for each training

ED 387 234 PS 023 572

Shure, Myrna B.; DiGeronimo, Theresa Foy
Raising a Thinking Child: Help Your Young Child To Resolve Everyday Conflicts and Get Along with Others. First Edition.
PUB DATE- 94
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; Decision Making Skills; *Emotional Development; Emotional Response; Empathy; *Interpersonal Competence; Personality Development; *Perspective Taking; Problem Solving; *Prosocial Behavior; Thinking Skills; *Young Children

Based upon the principles of "I Can Problem Solve" (ICPS), this books offers parents dialogues, activities, and communication techniques to teach their children how to resolve day-to-day conflicts with friends, teachers, and family members. The book provides parents with tools to teach their children how to think about everyday problems and develop and choose among alternative ways of resolving them. After an introduction that provides background information on ICPS, Part 1 gives an overview of helping children think about problems. Included in this section are games, activities, and background information on: (1) teaching children how to think, not what to think; (2) developing a vocabulary which helps children reason through problems; (3) understanding feelings; (4) finding alternative solutions; and (5) considering consequences. Part 2 provides an array of dialogues and activities parents can use to reinforce the concepts discussed in part 1. Examples of these include: (1) using puppet stories and memory games to understand problem situations; (2) creating a book of stories involving ICPS skills; and (3) sample dialogues about hitting, behavior while traveling in a car, and damaging property. (Three appendices include a self-evaluation checklist and thoughtful exercises for parents and children. Contains 12 references.) (JW)

ED 387 235 PS 023 574

Fitzgerald, Hiram E., Ed.; And Others
Children of Poverty: Research, Health, and Policy Issues. Reference Books on Family Issues (Vol. 23). Garland Reference Library of Social Science (Vol. 968).
PUB DATE- 95
NOTE- 363p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Alcoholism; *At Risk Persons; Blacks; *Child Health; Early Childhood Education; Economic Factors; Educational Policy; Family Environment; Hispanic Americans; Infant Care; Infant Mortality; Infants; Literacy; *Mental Health; *Policy Formation; *Poverty; Preventive Medicine; Public Policy; Research Needs; School Policy; Social Problems; *Young Children
IDENTIFIERS- Family policy

This book contains 13 papers resulting from roundtable discussions at the 1993 Society for Research in Child Development Meeting. The overall intent of the papers is to plan the course for child health care, public policy, and developmental research into the next century. The book is

ED 387 254 PS 023 613

Gottlieb, Margo; Rasher, Sue Pinzur
Documenting Developmentally Appropriate Practice in Early Childhood Classrooms.
PUB DATE- 21 Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development Centers; Early Childhood Education; Elementary School Students; Intervention; Kindergarten; Parent School Relationship; Preschool Children; Program Evaluation; *Transitional Programs
IDENTIFIERS- Assessment Profile Research Version; *Developmentally Appropriate Programs; *Project Head Start

Thirty-two programs across the country were selected to participate in the National Head Start/Public School Early Childhood Transition Project. The project's mission was to replicate the Head Start delivery model within the public school in order to facilitate a smooth transition for children and families. Project effectiveness was examined on the four dimensions of education, family involvement, social service, and wellness. Evaluation was conducted on the four levels of child, family, school, and community. Data were gathered using quantitative and qualitative methods. The Assessment Profile for Early Childhood Programs--Research Version and A Developmentally Appropriate Template (ADAPT) were used. Results suggested that: (1) target classrooms are exhibiting developmentally appropriate practices; (2) support for developmentally appropriate practice includes having the appropriate materials available, engaging students in a variety of tasks and projects, and eliciting children's input on the instructional cycle; (3) target classrooms had warm, purposeful learning environments; and (4) traditional rows of desks inhibited student interaction. Contains 14 references and 4 appendices of evaluation materials. (JW)

ED 387 255 PS 023 614

Evans, Roy
Culture and Curriculum: Tensions and Dilemmas for Early Childhood Specialists in England and Wales.
PUB DATE- 95
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *British National Curriculum; *Early Childhood Education; *Educational Policy; Educational Quality; Foreign Countries; Government Role; *Nursery Schools; Piagetian Theory; Political Parties; Politics of Education; Standards
IDENTIFIERS- Dewey (John); England; Froebel (Friedrich); *Great Britain; Vygotsky (Lev S); Wales

This paper explores the discourse on nursery education in Great Britain. The provision of nursery education in the 1990s is in a vulnerable position, due to the changing nature of the family

English and academic writing to African-Americans, and examines the combination of power and otherness that must be addressed to achieve effective multicultural education. This book contains an index and references in endnotes. (SV)

ED 387 275 RC 020 133

Early Childhood Education. IDRA Focus.
PUB DATE- Apr 95
NOTE- 25p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Development; *Early Childhood Education; *Educational Environment; Educational Methods; *Elementary School Students; Limited English Speaking; Mexican American Education; *Parents as Teachers; Portfolio Assessment; *Preschool Children; School Readiness; Sex Fairness; Sex Role; *Training
IDENTIFIERS- *Developmentally Appropriate Programs; Language Minorities

This newsletter contains seven articles on developmentally appropriate and equitable practices for use in preschool and primary classrooms and at home. Examples frequently relate to Hispanic or limited-English-proficient (LEP) students. "Parents As First Teachers: Creating an Enriched Home Learning Environment" (Abelardo Villarreal) outlines what parents should do and what they should avoid in providing learning opportunities for preschool children. "Guiding Success for Preschool Age Children: An IDRA Training Program" (Abraham Dominguez, Abelardo Villarreal) describes training for teachers and caregivers in preschool classrooms that encompasses seven competency areas. "Creating Gender Equitable Early Childhood Environments: A Look at What's So--the Status of Education" (Michaela Penny-Velazquez) describes gender-biased methods still practiced in early childhood classrooms, and ways that preschool teachers can promote gender equity through appropriate materials, activities, and language usage. "Picking Pertinent Pieces from Pre-Kinder Portfolios: Pursuing Portfolios and Assessing Alternative Assessment" (Aurelio M. Montemayor) discusses portfolios as a means of implementing authentic assessment in developmentally appropriate preschool programs. "What Teachers Are Saying about Project Adelante" provides teacher comments on a program devoted to improving instruction of preschool LEP children. "What We Can Learn from the Reggio Emilia Early Childhood Program" (Abelardo Villarreal) describes an Italian program that draws on the diversity of experiences that children bring from home, and discusses program principles applicable to the preschool education of culturally and linguistically diverse students. "Computers Are for Young Children Too" (Bradley Scott) reviews "Young Children: Active Learners in a Technological Age," an anthology of 21 articles edited by June Wright and Daniel Shade. (SV)

ED 387 276 RC 020 194

Deloria, Vine, Jr.
Indian Education in America: 8 Essays.
PUB DATE- 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art

students; (5) degrees conferred (overall and broken down by type); (6) demographic profile of American Indian doctorates; (7) employment as higher education faculty and administrators; and (8) tribally controlled community colleges. Contains 29 references, 7 tables and figures, and 10 resources for further information. (SV)

ED 387 292 RC 020 253

Evans, Norman
Experiential Learning for All.
PUB DATE- 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Educational Assessment; Educational Change; Educational Policy; Educational Theories; Elementary Secondary Education; *Employment; Employment Experience; *Experiential Learning; Futures (of Society); Prior Learning; Professional Education; *Role of Education; Staff Development; *Teacher Education; Vocational Education
IDENTIFIERS- *Assessment of Prior Experiential Learning; Great Britain

This book overviews experiential learning in the various contexts in which it has developed over the last decade. Experiential learning involves the knowledge and skills acquired through life and work experience and study, which are not formally attested through any educational or professional certification. The first chapter defines the assessment of prior experiential learning (APEL) as learning that has not been assessed, and differentiates it from the assessment of prior learning, which also includes learning that has been assessed for some formal purpose. The interest in experiential learning has resulted from increasing dissatisfaction with the view that significant learning only takes place in formal institutions, and in particular, leads to examination results, certificates, and qualifications. The significance of experiential learning is that it challenges the many well-established ways of doing things in education and in employment. Another part of its significance lies in its potential to further British government policies that aim to increase participation rates in all forms of postsecondary education. Thus, experiential learning is a national issue connecting with the policies of government, with employing organizations, and with teaching institutions. The remaining chapters of the book define and consider APEL in the context of British higher education, further education, adult education, the professions, teacher education, employment and unemployment, assessment, staff development, and international developments. The last chapter projects the future of APEL. Contains references in each chapter and an index. (LP)

ED 387 293 RC 020 257

Latino Resources at the Smithsonian = Recursos Latinos en el Smithsonian.
PUB DATE- 95
NOTE- 60p.; Photographs may not reproduce adequately.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)

ED 387 309 RC 020 321

Kraybill, David S.; Variyam, Jayachandran N.
The Effects of Employer Size and Human Capital on Rural Wages and Employee Benefits. SRDC Series No. 170.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- May 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Development; Economic Development; Educational Attainment; Employer Employee Relationship; *Fringe Benefits; *Human Capital; Rural Areas; *Rural Development; *Small Businesses; *Wages
IDENTIFIERS- *Business Community Relationship; *Georgia

Community leaders and rural development specialists must decide which economic development strategies will provide the greatest benefit to the local labor force and the community. To aid in the evaluation of the small business approach to rural development, this report analyzes the effects of employer size on wages and employee benefits. A survey of 98 actively employed heads of households was conducted in Putnam County, Georgia, a relatively low-income rural county located 50 miles Southwest of Atlanta. In addition, approximately 1,700 small businesses in 25 rural Georgia counties were contacted and 86% completed surveys concerning employer characteristics, business practices, and purchasing patterns. Results indicate that larger employer size brings wage and benefits advantages to employees. Such individual advantages are important elements in quality of life but are often ignored in discussions of rural development strategies. Communities may increase both local influence and business size by encouraging expansion of existing businesses. A second conclusion is that industrial recruitment of large branch manufacturing plants is still a valid strategy, as indicated by wage and benefits advantages. Third, higher levels of worker education provided a significant wage reward. Fourth, managers with higher levels of education were more likely to provide benefits to their employees. Finally, a caveat: small establishments may offer economic development advantages other than wages and benefits, such as greater local retention of profits and more local purchase of intermediate inputs. Contains 30 references and 7 data tables. (SV)

ED 387 310 SE 054 756

Lines, Patricia; Hawley, Jill Clark
Parental Practices in Families of Super-Achieving Math and Science Students.
PUB DATE- Aug 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; High Schools; Mathematics Education; Parent Attitudes; Parent Child Relationship; Parent Participation; Parent Role; *Science Education; Science Projects

This paper examines parenting practices reported by 29 seniors who won scholarships in the 1990 Westinghouse Science Talent Search (STS) for projects in mathematics or science. It uses measures of parenting developed by Sanford Dornbusch and others: Parents are "authoritative" if they encourage family

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; *Cognitive Style; *Cultural Differences; Cultural Influences; *Epistemology; Intermediate Grades; Science Education; Secondary Education; *Social Values; *Student Attitudes
IDENTIFIERS- *Kickapoo (Tribe)

The purpose of the study reported in this paper was to compare the world view of students of the Traditional Kickapoo Tribe, the most culturally conservative Native American group in the United States, with the world view encountered in the science classroom. This qualitative study investigated world view expressed in science instruction by conducting periodic observations in two classrooms over a 9-month period, teacher interviews, and text evaluations. To define student world view, 28 students in grades 5-9 were engaged in science activities at the reservation and interviewed singularly and in groups. Adult Native Americans were interviewed and asked to reflect on the educational and cultural norms of the students. A variable-oriented analysis revealed strong differences in epistemology, preferred methods of teaching/learning, values, structural orientation, and perspective of the place of humans in the natural world. Strong differences between teachers and students were also observed in prior knowledge, cultural rules for behavior and language patterns. Worldview investigations may help us understand the problems of Native American students in the science classroom. Contains 90 references. (Author)

ED 387 331 SE 056 649

Chandler, Frances Tate; Parsons, Sharon
A Case Study of a Mother/Daughter Science Club.
PUB DATE- 23 Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Awareness; Case Studies; Educational Attitudes; Elementary Education; *Females; *Hands on Science; *Mothers; Parent Attitudes; *Parent Child Relationship; Role Models; Science Careers; *Science Clubs; Science Education; Scientists; Student Attitudes; Womens Education

This paper describes a case study of a Mother/Daughter Science Club which was established to explore the issue of adolescent girls' increasingly negative attitudes towards science and math. Data was collected on participants' (n=40, 20 pre-adolescent fifth-grade girls and their mothers) attitudes toward math and science through the use of journals. Knowledge of science-related careers was also assessed before and after the program through questionnaires and small focus group meetings. Results showed that in general the girls in this study were confident of their abilities in math and science. At the beginning of the project 100% of the girls expressing interest in science preferred the life sciences but by the end of the project 25% of the girls expressed an interest in the physical and earth sciences. Many of the mothers related negative experiences from their own school science classes and endeavored to provide more positive experiences for their daughters. The results demonstrated a need for Mother/Daughter

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; *Curriculum Design; High Schools; *Mathematics Curriculum; Mathematics Education; *Science Curriculum; Science Education; *Technology Education; *Tech Prep

This booklet contains descriptions of various Tech Prep programs developed by PACE (Promoting Academic Excellence In Mathematics, Science & Technology for Workers of the 21st Century). Each entry includes general program descriptions, curriculum outlines, and course descriptions. The clusters and their specialty areas described in the booklet are: Emerson School for the Visual and Performing Arts (management, marketing, entrepreneurship, and fine arts; health, human services, and fine arts), Horace Mann High School (health related areas), Lew Wallace High School (information management systems technology; business, management, and marketing; and building trades), Merrillville High School (business, marketing, health, human services, and manufacturing), Roosevelt High School (manufacturing, engineering technology, health and human services, residential and commercial construction, and marketing and merchandising technology), West Side High School (industrial technology, pre-engineering, and business), and William A. Wirt and Andrean High Schools (business, health, and manufacturing and engineering technology). (MKR)

ED 387 353 SE 056 819

Schoon, Kenneth J., Ed.; Wiles, Clyde A., Ed.
Science Unit Plans. PACE '94.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 51p.; For related documents, see SE 056 817-820.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Chemistry; Lesson Plans; *Physical Sciences; *Science Instruction; Secondary Education; Units of Study

This booklet contains mathematics unit plans for Biology, Chemistry, and Physical Science developed by PACE (Promoting Academic Excellence In Mathematics, Science & Technology for Workers of the 21st Century). Each unit plan contains suggested timing, objectives, skills to be acquired, workplace relationships, learning activities with suggested teaching strategies, evaluation techniques, and resources. The unit plans for Biology include the following: micro-organisms, genetics, introduction to natural resources, cells (growth and reproduction), water, plant growth and reproduction, and disease and wellness. The Chemistry unit plans are: organic chemistry, atomic structure of the atom, radioactivity and nuclear chemistry, biochemistry, acids and bases, electrochemistry, equilibrium, gases, preparation of acid-base test paper, acid-base properties of household solutions, acid-base titration activities, analysis of hydrogen peroxide solution, and molar ratios using mass and volume. The unit plans for Physical Science are: Newton's laws of motion; electricity and magnetism; heat, temperature, and engines; and measurement. (MKR)

NOTE- 358p.; For volumes I and II, see SO 024 946-947.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; Cross Cultural Studies; Curriculum Guides; *Elementary School Curriculum; Elementary Secondary Education; *Global Education; *International Programs; International Relations; *Olympic Games; Secondary School Curriculum; Social Studies; Teaching Guides; World Geography
IDENTIFIERS- *Georgia (Atlanta)

This curriculum guide focuses on cultural awareness for students in grades K-8 through studying participants in the 1996 Olympic Games in Atlanta. The program explores the cultures of 20 countries through the eyes of an Olympic athlete. Volume 3 consists of two parts. Part 1 has five chapters with learning activities; those chapters include: (1) The Individual; (2) The Family; (3) Neighborhood/Community; (4) Region; and (5) Cross Cultural Comparisons. Part 2 gives country and athlete information on the participant countries of: (1) Bolivia; (2) China; (3) Ecuador; (4) France; (5) Greece; (6) Guatemala; (7) India; (8) Ivory Coast; (9) Mexico; (10) New Zealand; (11) Philippines; (12) Saudi Arabia; (13) Senegal; (14) South Africa; (15) South Korea; (16) Spain; (17) Sweden; (18) Taiwan; (19) Turkey; and (20) Venezuela. The materials were designed to be integrated into existing programs with the 20 countries featured because they are currently included in the curriculum of many elementary and middle schools throughout Georgia. The variety of activities is to promote learning in all areas of study. The activities are intended to develop knowledge and stimulate critical thinking, problem-solving, and decision-making skills. An Appendix contains a glossary of geography terms, recipes, music education resources, bibliography, materials/resources, lists of National Olympic Committees recognized by the International Olympic Committee, and Centennial Olympic Games Pictograms. (EH)

ED 387 373   SO 025 004

Giesbrecht, Norman
A Quasi Meta-Analysis of the God Concept Literature from 1970 to 1994.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; Cross Cultural Studies; Cultural Awareness; Cultural Influences; Foreign Countries; Higher Education; *Ideology; Opinions; *Philosophy; *Religion; *Religion Studies; Religious Factors; Social Science Research; Values
IDENTIFIERS- *God (Concept)

This literature review examines the "God concept," defined as the "cognitive or affective internal psychological representation of God." Most religions have a conception of God. In this review relevant literature focused on: (1) conceptual representations of God; (2) factors related to or predictive of these representations; and/or (3) development of God concept representations. Only literature concerned with specific factors or dimensions of God concept, or the development of internal representations of Deity, was included. The data are based on a review of English journal literature and ERIC

Writing for Understanding; (5) Response Groups; and (6) Problem Solving Groupwork. Other suggestions include using interactive student notebooks, creating total student engagement, and using culminating projects. The overall goal is to create a cooperative, tolerant classroom environment. Tools and strategies for implementing the "History Alive!" approach are included in the book. (EH)

ED 387 396   SO 025 269

Ball, Conner
Funding Federal Civil Rights Enforcement. A Report.
PUB DATE- Jun 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Civil Rights; *Compliance (Legal); *Federal Government; Federal Legislation; *Federal Programs; Federal Regulation; Government Employees; Human Services; *Law Enforcement; National Programs; Public Agencies; Social Discrimination
IDENTIFIERS- Commission on Civil Rights

This study examines many measures of enforcement output and outcomes that help to demonstrate the real impact of funding levels. The information, unless otherwise indicated was drawn from the U.S. Office of Management and Budget (OMB) and agency budget documents for Fiscal Years 1979 through 1996. Resources provided for civil rights enforcement lag behind the workload of the civil rights enforcement agencies. The workload has increased due to enactment of new civil rights laws, considered here some of the "unfunded mandates" of Congress. Although resource availability has improved overall, persons entitled to the protection of the Federal Government cannot be sure of receiving it, particularly on a timely basis. The document includes the following sections: (1) Introduction; (2) Office for Civil Rights, Department of Education; (3) Office for Civil Rights, Department of Health and Human Services; (4) Civil Rights Division, Department of Justice; (5) Equal Employment Opportunity Commission; (6) Office of Fair Housing and Equal Opportunity, Department of Housing and Urban Development; (7) Office of Federal Contract Compliance Programs, Department of Labor; and (8) Conclusion. Chapters focus on enforcement authority, enforcement procedures, budget analyses, and coordination responsibilities. The Office of Civil Rights at the Department of Education began handling all civil rights functions in 1979 with the creation of the Department. The enforcement responsibilities include complaint investigations, compliance reviews, enforcement litigation, and higher education desegregation plan reviews. Tables and charts are included. Contains numerous footnotes with bibliographic information. (EH)

ED 387 397   SO 025 271

Hales, Loyde W.; Shaw, Ian S.
The Effect of Videos on Student Thinking about the Holocaust in World War II.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

students to create artifacts or recreate a process known well to people from times past. The guide is arranged to provide historical background, materials lists, and procedures for each activity. Activities focus on the following: (1) "Marbled Paper"; (2) "Cornbread"; (3) "Hornbooks"; (4) "Quill Pens"; (5) "Paper"; (6) "Envelopes"; (7) "Candles"; (8) "Pierced Tin Lanterns"; (9) "Wool: Spun and Dyed"; (10) "Egg Tempra"; (11) "Tie Dye"; (12) "Quilts"; (13) "Living History Day"; and (14) "Other Ways to Witness History." A six-item bibliography and a list of five organizations of great help are also included. Contains 23 references. (EH)

ED 387 417 SO 025 344

Clark, John L.; And Others
Improving the Quality of Learning: A Framework for Target-Oriented Curriculum Renewal in Hong Kong. Revised.
PUB DATE- 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Comparative Education; *Curriculum Evaluation; Educational Change; Educational Improvement; Educational Innovation; *Educational Quality; Elementary Secondary Education; Excellence in Education; Foreign Countries; Program Effectiveness; *School Effectiveness
IDENTIFIERS- Hong Kong

This document sets out a "Framework" to underpin the development and ongoing renewal of the school curriculum in Hong Kong. It also indicates the bases on which the Framework is developed. The Framework forms the foundation of Hong Kong's Target-Oriented Curriculum (TOC) initiative and provides a useful reference for curriculum developers, teacher educators, teachers and all those concerned with the TOC initiative. The book contains five chapters: (1) "Introduction"; (2) "The Contextual and Conceptual Bases of the Framework for Target-Oriented Curriculum Renewal in Hong Kong"; (3) "The Framework of Concepts, Processes, Systems and Representations for Target-Oriented Curriculum Renewal in Hong Kong"; (4) "Managing the TOC Initiative: Putting the Framework into Action"; and (5) "Conclusion." Appendices include two figures: "Planning for the improvement of the quality of learning through the TOC initiative," and "Major Concepts involved in improving the quality of the curriculum." Contains a 67-item bibliography. (EH)

ED 387 418 SO 025 346

Liberal Learning and the History Major. A Report by the American Historical Association Task Force in the Association of American College's Project on Liberal Learning, Study in Depth, and the Arts and Sciences Majors.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; College Instruction; *Higher Education; *History Instruction; *Majors (Students); *Partnerships in Education; *Teacher Education

This report presents recommendations reflecting ideals essential

School Students; Higher Education; *Limited English Speaking; Literature Reviews; Mexican Americans; *Multicultural Education; Participant Observation; Preservice Teacher Education; Program Design; *Spanish Speaking; *Student Teacher Attitudes; Student Teachers; Student Teaching; *Teacher Characteristics; *Teacher Education Programs; Teaching Methods
IDENTIFIERS- *Diversity (Student); United States (Southwest)

A literature review and analysis, and a case study of two "mainstream" student teachers working in a minority elementary school explored how teacher education prepares teachers to work in diverse settings. The literature review and analysis addressed both macro level issues (program policies) and micro level initiatives (specific studies of individual student teachers and teaching practices and strategies). The purpose of the paper is to demonstrate that current programs are not sufficient to prepare teachers for the current K-8 population. It found that some teacher education programs are trying to prepare teachers to work with differences in race, ethnicity, language, and socio-economic status though many are having only limited success as diversity awareness and strategies are not appearing in classroom practice. The case study examined the experiences of two student teachers in an elementary "barrio" school located in the southwestern United States where a high percentage of students had limited English proficiency and came from immigrant, poor, Spanish speaking families. The student teachers were English speaking and from middle class mainstream backgrounds. The student teachers maintained journals and written lesson plans and were observed on a weekly basis for a total of 10 hours. Twenty informal interviews were also conducted. One teacher adjusted poorly, demonstrated ineffective teaching strategies, and showed limited professional growth while the other adjusted well, showed excellent teaching strategies, and good professional growth. (Contains 27 references.) (JB)

ED 387 438 SP 036 071

Thomas, Jan; And Others
An Action Agenda: Policy Issues in Minority Teacher Recruitment and Retention.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 95
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alternative Teacher Certification; Consortia; *Educational Policy; Elementary Secondary Education; Field Experience Programs; Higher Education; *Minority Group Teachers; Preservice Teacher Education; Public Policy; State Legislation; *Teacher Education Programs; *Teacher Persistence; *Teacher Recruitment
IDENTIFIERS- *African Americans; *Florida

This volume presents findings and recommendations for increasing minority teacher recruitment and retention through policy change at seven colleges of teacher education in Florida. The seven institutions of higher education have formed a consortium known as the Florida TEAM (Teacher Education for America's Minorities) project. Its goal is to work within the teacher education systems at these seven institutions over a 6-year period (1990-1996) to increase the number of certified minority teachers in Florida's schools. A section of the report on recruitment covers barriers to recruitment of African Americans to the profession, promising practices, and policy implications substantial training. The inclusion of conflict resolution curriculums within preservice and graduate education programs has found its way into schools and departments of education in a variety of ways. For example, the National Association for Mediation in Education (NAME) and the National Institute for Dispute Resolution (NIDR) initiated the Conflict Resolution in Teacher Education Project in 1993. That project brought 11 colleges and universities together in a pilot program with experts in prejudice reduction, conflict resolution, multiculturalism, and teacher education. Two resources for additional information are listed. (Contains 20 references.) (LL)

ED 387 457   SP 036 227

Banker, Bonnie J.; Lowe, Verna J.
Should Values Be a Part of a Teacher Preparation Program?
PUB DATE- Feb 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (Washington, DC, February 1995). Contains some small, broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Elementary Secondary Education; *Ethics; Higher Education; *Moral Values; Outcome Based Education; Preservice Teacher Education; State Standards; *Student Educational Objectives; Student Teaching; *Teacher Education Curriculum; Teacher Education Programs; Teaching Models; *Values Education
IDENTIFIERS- *Asbury College KY

The redesign of teacher education extends beyond the surface restructuring of preparation programs and includes an intentional reevaluation of the professional development practices for the preservice educator. As an institution that employs an outcome-based model of teacher preparation and that has adopted the New Teacher Standards promoted by the Kentucky Education Reform Act (KERA), Asbury College's teacher preparation program restructuring includes professional development standards on values related to ethical practices, decision making skills, and interpersonal skills. These added institutional standards become the focus for evaluation within a continuous assessment model. An exit instrument designed for implementation during the professional semester is used to document attained standards, including the value standards. Instrumentation includes an internal and external validation of the preservice educator's performance on the value standards and yields internal and external evaluation evidences. Based on field test findings, the following observations and suggestions are made: (1) reconceptualization of the profession involves developing models undergirded by a moral framework for training educators; (2) such models must infuse moral and ethical fiber interwoven in the curriculum; (3) teacher training programs must assess the effectiveness of the moral and ethical dimension; and (4) institutions preparing teachers need to pool their resources and develop methods for developing and evaluating the moral dimension within the curriculum. (Contains 10 references.) (ND)

ED 387 458   SP 036 228

IPEDS data allows tracking the peer institutions for changes. (Contains 14 references.) (SW)

ED 387 011 HE 028 592

Westcott, S. Wickes, III; And Others
Evaluating Reasons for Low Response from Mail Surveys. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alumni; *Graduate Surveys; Higher Education; *Institutional Research; *Response Rates (Questionnaires)
IDENTIFIERS- *AIR Forum; *Survey Research

A study was undertaken to solicit opinions from alumni on methods that might improve responses from graduate surveys. Two telephone surveys were conducted, one in 1991 which targeted the graduating classes of 1984 and 1989, and the second in 1994 among alumni of the classes of 1991 and 1993. In the 1994 survey information was gathered regarding factors that affected forwarding of mail surveys. Study findings indicated that low response may have been related to out-of-date addresses, which resulted in surveys not being correctly delivered. Opinions were obtained on other aspects of the alumni survey which could be adjusted to improve the response rate. Fifty-one percent of the 1994 respondents found the number of pages of the survey influential in whether they returned the survey, while only 45 percent of the 1991 sample felt this way. The importance of the questions to the respondent and the fact that the university was interested in their input were frequently indicated as factors in their decisions to respond. About half of the alumni contacted in both surveys felt that an incentive would influence them to return the survey. Three fourths of the 1991 respondents felt that their opinions would make a difference, while only just over one half of the 1994 respondents felt that way. Two survey interviews are appended. (Contains 22 references.) (SW)

ED 387 012 HE 028 593

Flint, Thomas
Legacies of Paying for College. AIR 1995 Annual Forum Paper.
PUB DATE- May 95
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Family Income; Family Influence; Higher Education; *Institutional Research; *Parent Financial Contribution; *Paying for College; Student Employment; *Student Financial Aid
IDENTIFIERS- *AIR Forum; *National Postsecondary Student Aid Study

Parents' and their children's means of paying for college were studied using path analysis to determine if the use of parent contributions, work earnings, or student financial aid has introversion/intuition/thinking/perceiving scale of the Myers-Briggs Inventory and with academic success. Also, results indicated that S (or sensing) types are seriously disadvantaged in traditional academic contexts. However, according to type theory, since every person possesses all the preferences of the Myers-Briggs-type categories, it would seem possible to help all students develop a learning conception, particularly the successful ability to reorganize one's own knowledge, that would enhance their academic experience. (Contains 33 references.) (JB)

ED 387 030   HE 028 611

Rothenberg, Julia Johnson
Pedagogical Seminars in the Arts and Sciences.
PUB DATE- 22 Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Students; Higher Education; Instruction; *Interdisciplinary Approach; Knowledge Base for Teaching; *Liberal Arts; Preservice Teacher Education; *Teacher Education; Undergraduate Study
IDENTIFIERS- *Pedagogical Content Knowledge; *Russell Sage College NY

At Sage Colleges (New York) the Faculties of Arts and Sciences and the Faculty of Education have collaborated to involve undergraduate students in actively thinking about teaching subject matter. First an education/liberal arts advisory group was established to bring the faculties together. Out of this group came one collaboration between Education and Mathematics: a pedagogical seminar was developed for the parallel structures of Math Methods and Foundations of Modern Mathematics. Though the course was mathematical in content, the language and concepts extended beyond disciplinary boundaries to focus on transforming content knowledge into pedagogical knowledge. Other education/math collaborative activities led to modules of pedagogy in subject areas and prototypes for use by faculty and to test with students. An example of an individualized adolescent psychology module developed for a student with majors in both Spanish and Education illustrates the collaborative process. A persistent debate was between the transformative tradition which emphasizes cognitive and emotional change versus the mimetic approach which emphasizes passing on knowledge to the next generation of students. (JB)

ED 387 031   HE 028 612

Ropers-Huilman, Becky
Negotiating Knowledge and Knowing: Philosophies of Teaching and Learning in Feminist Classrooms.
PUB DATE- 19 Apr 95
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays

Study in Project-Based Learning and Competency Profiling" (Alan Beattie); (10) "The Development of Skills through Peer-Assessment" (James Price and Hugh Cutler); (11) "Thinking Skills in Higher Education: The Meno Project" (John Hamilton); and (12) "The Impact of General National Vocational Qualifications on Higher Education" (Christoph Williams). (Contains 140 references.) (MDM)

ED 387 049 HE 028 631

Smith, Brenda, Ed.; Brown, Sally, Ed.
Research Teaching and Learning in Higher Education. Staff and Educational Development Series.
PUB DATE- 95
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Action Research; Case Studies; College Faculty; *College Instruction; *Educational Research; Foreign Countries; Higher Education; *Learning Processes; *Research; Research Skills; Staff Development; Student Research; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Student Empowerment; Teaching Research; United Kingdom

This collection of 18 essays are based on sessions and keynote speeches at the Staff and Educational Development Association (SEDA) Conference held at Dyffrwn House, Cardiff (Wales) in November 1993. They represent the reworked and distilled thoughts of the presenters after they had had the experience of leading a workshop on a related topic. The papers address the conflicting demands of teaching and research faced by many faculty members, including both theoretical perspectives and accounts of successful approaches in practice in the United Kingdom. They include: (1) "Research Teaching and Learning: Issues and Challenges" (Brenda Smith and Sally Brown); (2) "Research into Student Learning" (Graham Gibbs); (3) "Research and Learning in Higher Education" (Angela Brew and David Boud); (4) "Effect of Funding Council Policies on Teaching Quality" (Lewis Elton); (5) "Research, Teaching and Learning: A Symbiotic Relationship" (David Garnett and Roy Holmes); (6) "The Importance of Applied Research" (Peter Smith and Marshall Elliott); (7) "On Improving Learning Processes" (Frank Walkden); (8) "Competent Research: Running Brook or Stagnant Pool?" (Phil Race); (9) "A Broader Education for Research Students: Changing the Culture" (Lin Thorley and Roy Gregory); (10) "A Staff Development Programme for Supervisors of Research Students" (Ivan Moore); (11) "Research-Related Staff Development: An Approach" (Irene Harris); (12) "What Makes a Good Lecturer in Higher Education? Outcomes of a SCED/SEDA Small-Grant Project" (Sally Brown and others); (13) "Towards a Model of the Learner in Higher Education: Some Implications for Teachers" (Mike O'Neil); (14) "The Accreditation of Work-Based Research: An Action Research/Action Learning Model" (Michael Gregory); (15) "How Students Acquire Research Skills: Shaping a Degree at Bangor" (Della and John Fazey); (16) "Research Learning on the Essex MBA" (Sean McCartney and Reva Berman Brown); (17) "Towards Empowering Undergraduate Students as Action Researchers into Student Learning" (Tom Wengraf); and (18) "The Relationship between Staff and Educational Development" (Terri Kelly). Each essay contains a reference list. (MDM)

ED 387 050 HE 028 632

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Access to Education; Educational Research; Federal Programs; Grants; Higher Education; Intervention; Policy Formation; Program Design; *Public Policy; School Holding Power; *Student Financial Aid; Work Study Programs
IDENTIFIERS- College Work Study Program; TRIO Programs

This review of the connection between student financial aid and student access to and success in higher education draws on existing research on these issues and makes recommendations for national policy on student aid and higher education. The resulting recommendations are: (1) create a new federal strategy, the College Success Program (CSP) that links current student support and intervention programs and provides new mechanisms to promote student success in college; (2) establish a mechanism for converting CSPs into grant funding that promotes student persistence in college; (3) modify the Federal College Work-Study program to expand opportunities for student work that are related in a meaningful way to declared educational or career goals; (4) increase support for the TRIO and National Early Intervention Scholarship and Partnership programs; (5) create a new program, modeled on the Department of Education's Fund for the Improvement of Postsecondary Education, that awards competitive grants to institutions that develop and successfully administer systemic efforts for increasing student persistence; (6) implement the Student's Total Education Package (STEP) proposal from the National Commission on Responsibility for Financing Postsecondary Education; and (7) exempt high performing institutions from certain government regulations to encourage greater emphasis on student success. (Contains 39 endnotes.) (JB)

ED 387 070 HE 028 655

Grace, Marcellus
State University System of Florida: Pharmacy Program Review.
PUB DATE- Apr 95
NOTE- 89p.; Consultant's Report. Appendix E contains illegible type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bachelors Degrees; Doctoral Degrees; Higher Education; Masters Degrees; *Pharmaceutical Education; *Pharmacy; Program Evaluation; Program Termination; Standards; State Universities
IDENTIFIERS- Florida A and M University; *University of Florida

As part of a program review process, an evaluation was done of the academic pharmacy programs at the University of Florida and Florida A & M University. The evaluation was based on site visits and review of all self-study materials. The most prominent finding and related recommendation for both programs was that Bachelor of Science in Pharmacy programs at both institutions be eliminated and that the post-bachelors degree, Doctor of Pharmacy (Pharm. D.) be the only entry-level program. This move would bring these institutions in line with current national standards. A review at both schools in 1985 had also strongly recommended discontinuing the bachelor's program but these recommendations were not approved. Other current recommendations concerning the University of Florida program include: review the curriculum, recruit new faculty, increase student and faculty diversity, address low faculty morale, interested in the ways in which people interact with each other and with computers to achieve goals. (Contains 97 references.) (Author/MAS)

ED 387 087   IR 017 304

Salomon, Gavriel
Interaction of Media, Cognition, and Learning: An Exploration of How Symbolic Forms Cultivate Mental Skills and Affect Knowledge Acquisition.
PUB DATE- 94
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Educational Theories; *Epistemology; Knowledge Representation; *Mass Media; *Symbolic Language; Symbolic Learning
IDENTIFIERS- *Knowledge Acquisition; *Symbol Systems Approach

An empirically-based theory is proposed that relates media's most essential modes of presentation--their symbol systems--to modes of cognitive representation and to the acquisition of knowledge. This book draws upon scholarship in such areas as the study of symbol systems, cognition, cognitive development, psycholinguistics, and mass communication. It argues that, seen from a psychological point of view, communication symbol systems, including those used by media, differ from each other as they call for different modes of mental activity in the construction of meaning and in the acquisition of knowledge (thus benefiting different learners), and because they cultivate different kinds of mental skills (thus benefiting different kinds of mental processes). The book is roughly divided into two parts. Three chapters provide the theoretical backdrop: chapter 1 critically reexamines the construct of media, chapter 2 describes characteristics of symbol systems, and chapter 3 provides a theoretical overview of the various ways in which symbol systems interact with cognition. Chapters 4 through 8 describe the studies through which the theoretical framework was examined: chapter 4 describes a study that tested the proposition that different symbolic modes require different sets of cognitive skills in the service of knowledge construction; chapter 5 provides the rationale for the studies described in chapter 6, studies designed to test the proposition that different symbolic modes cultivate different kinds of mental skills in interaction with individual differences; chapter 7 reports how "Sesame Street," with formats unique to Israeli children not accustomed (then) to them, affected their skill mastery; and chapter 8 describes a cross-cultural study designed to test the effects of television's symbol system on children's mental skill mastery under "natural" conditions. Finally, chapter 9 attempts to pull together, revisit, widen the scope, and summarize the preceding eight chapters. This book should interest researchers and scholars in educational psychology, cognition and cognitive development, instructional design, communication, media, and educational technology. (Contains over 250 references.) (MAS)

ED 387 088   IR 017 305

Armel, Donald, Ed.
Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995).
PUB DATE- Jun 95

about candidates; in addition, campaign commercial videos occasionally appear on the screen. This methodology allows for the presentation of a realistic campaign, using the computer to track all of the information examined by subjects and to create a "script" of the decision process. A more complete information processing-based model of voting is built using the data collected. In addition, Toolbook is used to present an online questionnaire prior to the experiment, from which political attitude and demographic information is collected. (Contains 37 references.) (AEF)

ED 387 107   IR 017 324

Sagan, Edgar L.; And Others
Video and Computer Technologies for Extended-Campus Programming.
PUB DATE- 95
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; *Computer Uses in Education; *Distance Education; *Extension Education; Higher Education; *Information Networks; Information Services; Information Technology; Interactive Television; Technological Advancement; *Telecommunications
IDENTIFIERS- Compressed Video; Digital Technology; Kentucky; *University of Kentucky; *Video Technology

This paper discusses video and computer technologies for extended-campus programming (courses and programs at off-campus sites). The first section provides an overview of the distance education program at the University of Kentucky (UK), and highlights the improved access to graduate and professional programs, advances in technology, funding, staff, support services, library assistance, electronic mail, and joint doctoral programming. The second section describes UK's compressed video systems and programs: (1) the University of Kentucky Interactive Television Network, a digital video system; (2) the Kentucky TeleLinking Network (KTLN), a consortium of publicly supported universities and community colleges and numerous state and local agencies; (3) the KTLN Star Schools project, which will fund 46 new distance learning classrooms in universities and in over 20 high schools across Kentucky; and (4) the Telemedicine Network, which will improve access to health services for rural residents and practitioners. Development and expansion of the digital telephone infrastructure in Kentucky and initiatives to increase off-campus Internet access are also covered. The third section focuses on distance learning initiatives by Owensboro Community College (Kentucky) and the Community Networking Cooperative, which will provide community electronic mail and data services to all citizens of Owensboro by dial up modem. The fourth section describes the University Libraries services, and the fifth section discusses small college initiatives. (AEF)

ED 387 108   IR 017 325

Senn, Gary J.; Smyth, Thomas J. C.
Macintosh Computer Classroom and Laboratory Security: Preventing Unwanted Changes to the System.
PUB DATE- 95

Pudding"; "Quality Distributed Data Management" (Lore Balkan and Gerry McLaughlin); and "Choosing a New System: Two Schools Do It Right." (MAS)

ED 387 127 IR 017 356

The EDUTECH Report. The Education Technology Newsletter for Faculty and Administrators, 1993-1994.
PUB DATE- Mar 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Computer Networks; *Computer Uses in Education; Curriculum Development; Educational Change; Educational Planning; *Educational Technology; Elementary Secondary Education; Higher Education; Information Literacy; Information Systems; *Information Technology; Vendors
IDENTIFIERS- Chief Information Officers; Cyberspace; National Information Infrastructure

This newsletter examines education technology issues of concern to school faculty and administrators. Regular features in each issue include educational technology news, a book review, and a question and answer column. The cover articles during this volume year are: "The Build-or-Buy Decision: No One Right Answer"; "The National Information Infrastructure" (Bernard W. Gleason); "Information Literacy: Liberal Education for the Information Age" (Patricia Senn Breivik and Dan L. Jones); "The Role of the CIO in the Curriculum Change Process" (John Swearingen); "Seven Basic Principles of Dealing With Vendors"; "Hot Issues 1993-94"; "The Many Layers of Reengineering"; "How to Do A Help Desk Right"; "Do Computers Help Students Learn?" (G. Phillip Cartright); "The One Right Answer for Higher Education"; "Focus on the Foundation: Decision Support Will Happen"; and "Campuses Need Not Wait to Enter Cyberspace" (John V. Lombardi). (MAS)

ED 387 128 IR 017 357

The EDUTECH Report. The Education Technology Newsletter for Faculty and Administrators, 1994-1995.
PUB DATE- Mar 95
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Characteristics; College Faculty; Computer Attitudes; *Computer Uses in Education; Decision Making; Educational Planning; *Educational Technology; Futures (of Society); *Higher Education; Information Services; Information Systems; *Information Technology; Libraries; Telecommunications
IDENTIFIERS- Chief Information Officers

This newsletter examines education technology issues of concern to school faculty and administrators. Regular features in each issue include educational technology news, a book review, and a question and answer column. The cover articles during this volume year are: "The Decision-Making Process: as Important as the Decision"; "Faculty Uses of Computers: Fears, Facts, and Perceptions" (John Hirschbuhl); "The 7 Characteristics of Highly Effective IT Services"; "More Great Myths of Computing"; "What to Look for in a CIO"; "Hot Issues 1994-95"; "The Campus AIS: Keep or Replace?"; "Campus Telecommunications: Easing Faculty Fears" (John W. Bardo); "Renting Expertise: A Small describes the vocabulary and subject authority control. Part 2 deals with the application of LC subject headings on LC MARC (Machine-readable cataloging) records. LC policies are outlined with regard to the assignment of subject headings in general and the treatment of certain types of materials in particular. Part 3 discusses the future prospects of the system as an online retrieval tool, drawing on recent literature. Appendices contain sample MARC subject authority records and bibliographic records, lists of the most frequently used free-floating subdivisions, patterns and examples of cross references for certain types of name headings, lists of reference sources consulted in establishing headings, rules for capitalization and punctuation, and USMARC coding for subject headings. (Contains 102 references.) (Author/AEF)

ED 387 147 IR 055 675

Muir, Scott P., Comp.
Library Systems Office Organization. SPEC Kit and SPEC Flyer 211.
PUB DATE- Sep 95
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Administrative Organization; Comparative Analysis; Database Management Systems; Higher Education; Information Services; *Integrated Library Systems; Library Administration; *Library Personnel; *Library Services; *Research Libraries
IDENTIFIERS- Association of Research Libraries; *Library Computer Systems; *Library Management Information System; Library Organization

The roles and responsibilities of the library systems officer continues to change as libraries move beyond the automation of library functions to offering resources in electronic formats and electronic access to information about collections beyond the walls of the home institution. This survey was designed to collect data and document some of the changes that have occurred in the organization of systems offices in Association of Research Libraries (ARL). All 119 ARL member libraries were surveyed; 75 responded (63% response rate). Results are compared to a similar 1990 survey. Titles for the heads of systems offices varied: in 1990, the most common were "Head Library Systems," "Head of Systems," and "Systems Librarian": in 1994, they were "Head Library Systems" and "Systems Manager." There are 691 systems office employees in the responding 75 libraries, reflecting a 37% increase from 1990. There was a 205% increase in network specialists, 30% increase in librarians, 33% increase in computer specialists, and a 46% decrease in clerical help. The maintenance of the library management system is still the most common activity of systems offices. Only one activity, maintaining a mainframe computer, showed a decrease. Offices working on gopher, Mosaic, etc. showed over a 1000% increase; those working with CWIS (Campus Wide Information Service) a 773% increase, and patron access to remote databases (e.g., Carl UnCover) a 475% increase. Respondents raised a number of questions related to systems offices not covered by the survey, which fell into the categories of planning and budgets; organization structure and interdepartmental relationships; trends in computing; and education and professional development. Following survey results, organization charts of 18 and position descriptions from 13 ARL libraries are provided. The survey instrument is

Seppanen, Loretta
Implications for Retention Strategies of Differential Student Progress Rates and the Literature on Student Retention. Research Report No. 95-4.
PUB DATE- Sep 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; *Dropout Research; *Dropouts; Enrollment Influences; Literature Reviews; *Program Improvement; Research Methodology; *School Holding Power; Student Behavior; Student Characteristics; Two Year Colleges

National research suggests that 36% of full-time students enrolled in community and technical colleges and planning to stay in college for 2 or more years leave by the end of their first year and do not return to college over a 3-year period. While students' reasons for leaving are often unrelated to the college, the literature suggests that colleges can do more to help students make the progress they desire. The Washington State Board for Community and Technical Colleges (WSBCTC) has developed a tracking methodology which serves as an indicator of student retention and identifies groups having the most difficulty making progress. Rather than focusing on fall to fall retention, the methodology focuses on the percent of students who do not make a successful transition to a second quarter, those who stay for 2 and 3 quarters, and those who enroll for 4 quarters or more. Data drawn from the methodology for fall 1991-93 indicate that 1 in 5 students was an early leaver, 29% made some progress toward their goal, and 50% graduated or made substantial progress. Suggestions for improving retention, based on this data and on the literature, include the following: (1) concentrating on students' initial experiences at college; (2) helping students to learn that they can do college-level work, that their ideas have value, and that they are worthy of respect; (3) helping students learn to balance work- and family-related responsibilities with student-related ones; and (4) concentrating efforts on students who are most likely to leave early, such as degree-seeking students enrolled part-time. (Contains 12 references.) (Data tables from research conducted at the WSBCTC are appended.) (KP)

ED 387 166 JC 950 468

Ross, Jeff; Faucette, Dixon
College Algebra and Writing: A Pilot Project, Spring Semester 1994. Final Report for the Title III Literacy across the Curriculum Team.
PUB DATE- 18 May 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Algebra; College Mathematics; Community Colleges; Comparative Analysis; Control Groups; Experimental Groups; *Instructional Innovation; Mathematics Instruction; Program Effectiveness; Scores; *Student Attitudes; Two Year Colleges; *Writing Across the Curriculum; *Writing Attitudes

A study was undertaken at Central Arizona College to determine the effect of writing activities on student performance in

Enrollment Trends; Percentage; *Population Trends; State Surveys; Statistical Data; Tables (Data); Two Year Colleges
IDENTIFIERS- *Virginia Community College System

The Virginia Community College System (VCCS) conducted a study of Fall 1994 city and county population penetration rates, or the percentages of residents served by VCCS colleges. The penetration rate was determined by examining headcount as a percentage of the total population based on 1990 and 1995 projections developed by the Virginia Employment Commission. The study revealed that, overall, the penetration rate decreased from 1.99 in Fall 1992 to 1.89 in Fall 1994. Systemwide, per capita enrollment remained close to national figures as a whole, and continued to be among the highest reported by the Southern Regional Education Board states. Rates for individual counties ranged from a low of .23 for Charles City county to a high of 16.73 for Falls Church city. Finally, at the service region level, eight colleges had higher rates in Fall 1994 than in Fall 1992. Data tables provide the population for service area counties/cities, Fall 1994 headcount, and penetration rates for the following VCCS colleges: (1) Blue Ridge; (2) Central Virginia; (3) Dabney S. Lancaster; (4) Danville; (5) Eastern Shore; (6) Germanna; (7) J. Sargeant Reynolds; (8) John Tyler; (9) Lord Fairfax; (10) Mountain Empire; (11) New River; (12) Northern Virginia; (13) Patrick Henry; (14) Paul D. Camp; (15) Piedmont Virginia; (16) Rappahannock; (17) Southside Virginia; (18) Southwest Virginia; (19) Thomas Nelson; (20) Tidewater; (21) Virginia Highlands; (22) Virginia Western; and (23) Wytheville. (KP)

ED 387 183 JC 950 486

McHewitt, Earl R.
VCCS Utilization of Classrooms and Class Laboratories, Fall 1994 and Utilization of VCCS Classrooms: Measures That Include Non-Credit (CEU) Instruction. Virginia Community College System Research Report Series.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classrooms; Community Colleges; Credit Courses; *Educational Facilities; Educational Facilities Planning; Laboratories; *Noncredit Courses; *Research Methodology; *Space Utilization; *State Standards; State Surveys; Statewide Planning; Two Year Colleges; Use Studies
IDENTIFIERS- *Virginia Community College System

In Fall 1994, the Virginia Community College System conducted two analyses of space utilization to compare actual facilities utilization in system colleges with state standards for space planning. The first study focused on the utilization of classrooms and class laboratories over the past 4 years, determining the percentages of the standard-use levels that spaces were actually in use. Results from this study included the following: (1) for classrooms, 4 of the system's 23 colleges exceeded the state standard for space utilization in 1994, with Mountain Empire College showing a rate of 117.4% of the standard; (2) for regular labs, 13 colleges exceeded the standard, while for heavy labs 5 colleges did so; (3) from 1992 to 1994, classroom utilization decreased for 11 colleges and increased for 6; (4) from 1992 to 1994, rates for heavy labs declined for 15 colleges and increased for 6; and (5) overall, station use remained steady or decreased slightly compared to 1992. The second study performed a similar analysis of use

(150)
DESCRIPTORS- *Community Colleges; Community Involvement; Continuing Education; *Cooperative Programs; Corporate Support; *Educational Cooperation; *Educational Improvement; Industrial Training; Lifelong Learning; *Partnerships in Education; Program Design; School Business Relationship; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Newton Polytechnic Center IA

The Newton Polytechnic Center (NPC) at Iowa's Des Moines Area Community College (DMACC), is a cooperative effort among DMACC, Iowa State University (ISU), the City of Newton, the Newton Community School District, and Maytag Corporation to provide the community with innovative educational services. The NPC focuses on the development of personal/social skills, technical expertise, and business excellence in the context of continuous improvement in an international environment. Programs provided include a comprehensive schedule of college credit classes, continuing education courses, industry training, adult basic and general education development courses, alternative high school programming, ISU courses, and community services. A planning group comprised of representatives from the partners meets regularly to identify needs and schedule appropriate courses, activities, and programs. Based on the NPC experience, techniques for establishing effective partnerships include listening to the needs of all partners, deferring financial considerations to the final stages of discussion, and sharing leadership on an issue basis. Advantages to such cooperative partnerships include maximizing resource use, fostering communication between groups with common educational interests, and responding to the needs of the community. Current projects planned by the NPC include a software center to provide training to employees, a University of Iowa Executive Masters of Business Administration Program, and an industrial training lab. (TGI)

ED 387 200 PS 023 202

A New Paradigm: Moving toward Comprehensive Services.
SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.
PUB DATE- Mar 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Community Coordination; Elementary Education; *Family Programs; *Human Services; Networks; *Partnerships in Education; Policy Formation; Preschool Education; Public Policy; Social Problems; Standards; Statewide Planning; Young Children
IDENTIFIERS- Family Policy; *Family Resource and Support Programs; *Family Support; Illinois; Social Policy

In order to better serve Illinois individuals and schools, human service organizations must pursue collaboration among and within state agencies, community organizations and resources, and families. Families have the primary responsibility for raising their children, but economic and social factors make it increasingly harder for families to do this alone. In this context, Illinois human service agencies must support the efforts of families by, for example: (1) increasing the coordination of state-funded programs which provide subsidized early child care; (2) making Head Start and state kindergarten programs available to all eligible children; and (3) lessening the risk of abuse, neglect, and family disintegration by module. Seven appendices contain a planning form for group training sessions, answer sheets for knowledge assessment, observation forms for the competency assessments, tracking forms, a training record, a certification of completion, and a list of publishers and distributors of resources. (TM)

ED 387 218 PS 023 521

Mixed-Age Programs, 1993-94.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Educational Principles; *Educational Strategies; Elementary Education; *Mixed Age Grouping; Parent Participation; Program Descriptions; Teacher Role; *Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs; Oregon

This reference guide describes the implementation and use of mixed-age classrooms in Oregon. Those schools that wished to be included provided information on a prepared form. Responses from 94 elementary schools from 23 counties are presented. Each school's profile includes information on school statistics, a description of the program, how the program was implemented, the role of parents, advice, resources available, and a visitor policy. Synthesized and summarized separately at the end of the guide are advice to schools implementing mixed-age programs, guiding principles and best-practices, developmentally appropriate practices, instructional strategies, and types of teacher role and class management. (TM)

ED 387 219 PS 023 524

Parent Involvement: The Critical Link.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Change Strategies; Elementary Secondary Education; Parent Attitudes; *Parent Influence; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation

Parent involvement in a child's education consists of schools and parents working together to achieve maximum educational growth for their children. Parents are the critical link between their children and school, and research demonstrates that parent attitudes and behavior influence children's school achievement. Parent involvement occurs when parents: (1) receive and react to information provided by the school; (2) provide information to the school; (3) serve on advisory committees; (4) participate in complaint resolution; (5) serve as school volunteers; (6) participate in home visitations; and (7) assist in teaching. Although the primary responsibility for encouraging good parent-school relations lies with the school, parents must also become interested participants in the school program. Schools can increase parent involvement 12 ways: (1) inviting parents to school open houses; (2) holding parent-teacher conferences; (3) involving parents in homework and home-divided into three parts, each covering one topic. Research issues discussed include: (1) the effects of poverty on children; (2) research on African American infants; (3) Hispanic children and their families; (4) literacy and poverty; and (5) socioeconomic status and alcoholism. Health issues discussed include: (1) reducing infant mortality and improving health outcomes for children born in poverty; (2) preventive health and developmental care for at-risk youth; (3) the relationships between risk and protective factors, developmental outcomes, and the home environment; and (4) environmental risks and child mental health. Policy issues discussed include: (1) setting research priorities for poverty children; (2) meeting the support needs of parents; (3) policies for children as a social obligation; and (4) models for integrating research, policy, and programs. All but two of the papers contain references. (JW)

ED 387 236 PS 023 578

Modigliani, Kathy
Child Care as an Occupation in a Culture of Indifference.
PUB DATE- 93
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Role; *Child Caregivers; *Child Care Occupations; *Day Care; Early Childhood Education; Employment Practices; Family Day Care; Fringe Benefits; *Job Satisfaction; Professional Recognition; *Social Attitudes; Wages; Work Attitudes; *Work Environment; Work Experience
IDENTIFIERS- *Caregiver Attitudes; Cultural Values; Work Commitment

The study presented in this book explores the causes of the problems in child care as an occupation and points to important social and political solutions. Chapter 1 describes work conditions, benefits, and problems related to child care workers. Chapter 2 gives specific information on the nature of the study, its goals, and the methods used. Chapters 3 and 4 analyze the study's interviews of 28 child care workers interviewed during the fall of 1987 and spring of 1988, exploring their feelings about their week and what they expect of their working life in the future. Chapter 4 concludes that the problems with child care as an occupation are largely financial in origin, and chapter 5 presents an analysis of the economics of traditional women's work. This in turn points to consumerism of our culture, which lures the richest nation in the world into treating its children with indifference, as discussed in chapter 6. Chapter 7 analyzes parental and governmental spending on child care, revealing the conflicted relationships between mothers and caregivers analyzed in chapter 8. The conclusion proposes basic recommendations for improving child care as an occupation. The appendix presents a review of the research on child care as an occupation. Contains over 300 references. (AA)

ED 387 237 PS 023 583

McCree-Weekly, Edna
Helping Parents Deal with the Discipline of Their Children through a Parenting Support Group.
PUB DATE- 95
NOTE- 73p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English

in society and to the lack of strong justification for its existence in the face of government intervention. A schism exists concerning the need for development and implementation of a comprehensive, coherent policy concerning preschool education. A major tension exists concerning the aims and purposes of provision for young children outside their homes. Program quality is a key concern. The criteria by which quality is measured are determined by the Office for Standards in Education (OFSTED) and applied cyclically to schools through a planned program of inspections. This paper is divided into the following sections: (1) "The Impact of Political Interest on Early Childhood Provision," detailing the history of political conflict over the issue of nursery education provision; (2) "Nursery Education: Beyond the '90s"; (3) "Conflicts within the Current Discourse," uncovering the fact that the key question concerning the pedagogy of nursery education and what is appropriate curriculum is still under debate; (4) "The Cultural Weaknesses of Early Childhood Practice in Britain"; (5) "The Early Years Curriculum"; (6) "OFSTED Inspections of Early Years Provision: Anatomy of an OFSTED Inspection"; (7) "A Framework for Reporting on the Educational Value of Early Provision" (8) "OFSTED Inspection Reports and the Early Years: A Preliminary Analysis"; (9) "Curricular Provision"; (10) "Quality of Teaching and Learning"; (11) "The Emergent Model"; and (12) "The Future," including a discussion of how the notion of "play" has been misunderstood. Contains 56 references. (BGC)

ED 387 256 PS 023 615

Williams, J. S.; Amir, G. S.
11-12 Year Old Children's Informal Knowledge and Its Influence on their Formal Probabilistic Reasoning.
PUB DATE- Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Elementary School Students; Foreign Countries; *Heuristics; Intermediate Grades; Knowledge Level; Learning Processes; Piagetian Theory; *Probability; Questionnaires; Student Attitudes; Thinking Skills
IDENTIFIERS- Konold (Clifford)

This study sought to determine: (1) what children understand about "chance" when they begin secondary school?; and (2) how common and how influential the use of informal heuristics, approaches, and biases is in their thinking about probability in the school context. Children's understanding of chance, attributions of events to influences, beliefs, and intuitions were explored. Interviews and questionnaires were conducted with 11- and 12-year-old children, eliciting their stories of chance, and focusing on the language of chance, including attributions and experience. Results were examined in terms of availability, representativeness, equiprobability, and C. Konold's "outcome approach." Religious beliefs, superstition, and language were shown to have significant influence on the children's thinking. Results support the need to facilitate the increased recognition and understanding of the heuristics and approaches commonly applied by children. (An appendix includes questionnaires which also list responses interpreted as "equiprobability" and as "representatives." Contains 18

Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Culture; *American Indian Education; Context Effect; *Cultural Context; Cultural Exchange; *Culturally Relevant Education; Educational Philosophy; Epistemology; Essays; Higher Education; *Identification (Psychology); Science Education; Tribally Controlled Education
IDENTIFIERS- *Cultural Values; Native Americans; *World Views

This book presents eight essays by Vine Deloria, Jr., a Standing Rock Sioux and professor of political science at the University of Colorado. Essays examine issues facing Native American students as they progress through the educational system, and aim to help Indian students place Western knowledge into the context of tribal and community traditions. Essay titles are "American Indian Metaphysics: A Prelude to Understanding Indian Education," "Power and Place Equal Personality," "Knowing and Understanding," "Traditional Technology," "Transitional Education," "Property and Self-Government as Educational Initiatives," "Higher Education and Self-Determination," and "The Perpetual Education Report." Essay themes pertain to Native versus Western worldview; history of Indian education; Indian versus professional identity; community as key to survival; destructive aspects of American education; necessity of cultural context for education and knowledge; and reconciliation of science and cultural values. (LP)

ED 387 277 RC 020 212

Reynnells, M. Louise, Comp.
Federal Funding Sources for Rural Areas. Rural Information Center Publication Series, No. 49. Revised Edition.
PUB DATE- Sep 95
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Development; Community Services; Databases; Elementary Secondary Education; Federal Aid; *Federal Programs; Financial Support; *Grants; Higher Education; Online Catalogs; Public Agencies; *Rural Development; *Rural Education

This document lists 248 federal funding programs available to rural areas. The programs were selected from the Catalog of Federal Domestic Assistance, 1995, which is available online from the Federal Assistance Programs Retrieval System (FAPRS). Entries are listed under the following federal departments or agencies: Department of Agriculture, Appalachian Regional Commission, Department of Commerce, Department of Defense, Department of Education, Department of Energy, Environmental Protection Agency, Federal Emergency Management Agency, Department of Health and Human Services, Department of Housing and Urban Development, Department of the Interior, Department of Justice, Department of Labor, National Credit Union Administration, National Foundation on the Arts and the Humanities, Small Business Administration, Tennessee Valley Authority, Department of Transportation, and Corporation for National Community Service. Each entry contains name of sponsoring agency, objectives, types of assistance available, uses and use restrictions, eligibility criteria, information contacts, and examples of funded projects. Approximately 55 programs are directly concerned with education, training, or schools. Other subjects include children, community planning and services, rural and community development, health programs, housing, American Indians, and migrant workers. A subject index

DESCRIPTORS- Elementary Secondary Education; *Exhibits; Fellowships; Higher Education; *Hispanic American Culture; Hispanic Americans; *Internship Programs; Latin Americans; *Museums; *Research Opportunities; Resources
IDENTIFIERS- *Latinos; Museum Collections; *Smithsonian Institution

This bilingual directory (English and Spanish) describes Smithsonian museums and offices and focuses on the Hispanic, Latino, Latin American, Spanish, and Portuguese facets of their collections, exhibits, research, public programs, fellowship and internship opportunities, publications, and services. The Smithsonian Institution is composed of 16 museums and the National Zoological Park and has facilities in eight states and the Republic of Panama. Sections of this directory describe the Anacostia Museum; Archives of American Art; Arthur M. Sackler Gallery; Freer Gallery of Art; Center for Folklife Programs and Cultural Studies; Center for Museum Studies; Conservation Analytical Laboratory; Cooper-Hewitt, National Design Museum; Counselor to the Secretary for Latino Affairs; Hirshhorn Museum and Sculpture Garden; National Air and Space Museum; National Museum of African Art; National Museum of American Art; National Museum of American History; National Museum of the American Indian; National Museum of Natural History; National Portrait Gallery; National Postal Museum; National Science Resources Center; National Zoological Park; Office of Elementary and Secondary Education; Office of Fellowships and Grants; Office of Human Resources; Office of Public Affairs; Office of Smithsonian Institution Archives; Renwick Gallery of the National Museum of American Art; The Smithsonian Associates; Smithsonian Astrophysical Observatory; Smithsonian Environmental Research Center; Smithsonian Institution Libraries; SI/MAB Biological Diversity Program; Smithsonian Institution Press; Smithsonian Institution Traveling Exhibition Service; Smithsonian Magazine; Smithsonian Tropical Research Institute; Visitor Information and Associates' Reception Center; and Wider Audience Development Program. Also included are descriptions of the Business Management Office, International Gallery, Office of Equal Employment and Minority Affairs, Office of International Relations, and Office of Telecommunications. (LP)

ED 387 294   RC 020 262

Storer, John H.
Knowing the Ropes and Showing the Ropes. Facilitator's Guide.
SPONS. AGENCY- Iowa State Univ. of Science and Technology, Ames. Dept. of Health, Human Performance and Sports Sciences.; Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 92
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Conflict Resolution; *Decision Making Skills; *Early Adolescents; Group Dynamics; Intermediate Grades; Junior High Schools; Middle Schools; Peer Influence; *Peer Teaching; *Prevention; Program Implementation; *Rural Schools; School Orientation; *Skill Development; Small Schools; Study Skills; Substance Abuse
IDENTIFIERS- Facilitators

discussions of controversial topics, prefer democratic decision making, give praise and expand freedom to make decisions for a good grade, and restrict student freedom and encourage improvement in response to a poor grade. "Authoritarian" parents discourage debate and questioning of parents' ideas, get upset and punish their child for a poor grade, and tell the child with good grades to do even better. "Permissive" parents indicate that grades and hard work in school are not important, have no rules about television, are not involved in high school activities, and do not help their child with homework or check to see if it is done. Results indicated that STS students ranked their parents very low on the authoritarian index. (Author/ZWH)

ED 387 311   SE 055 802

MacLean, Jayne T.
Global Warming and the Greenhouse Effect: January 1986-January 1992. Quick Bibliography Series: QB 92-36.
PUB DATE- Mar 92
NOTE- 100p.; Updates QB 90-56.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Climate Change; Environmental Education; *Global Warming; *Greenhouse Effect; Information Sources
IDENTIFIERS- AGRICOLA; National Agricultural Library MD

This bibliography contains 442 journal article, book, and audiovisual citations on global warming and the greenhouse effect entered into the National Agricultural Library's AGRICOLA database between January 1979 and March 1992. The bibliography contains an author and subject index as well as information on obtaining documents. (LZ)

ED 387 312   SE 056 519

Loy, Nancy
Evaluating and Monitoring the Eisenhower Mathematics and Science Education Program.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Financial Support; *Mathematics Education; Mathematics Instruction; *National Programs; *Program Evaluation; *Science Education; Science Instruction; *State Programs
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program

The U.S. Department of Education makes a considerable investment in math and science education each year. This document discusses the Eisenhower Mathematics and Science Education Program, the largest of the Department of Education's programs dedicated to math and science. This program includes: (1) The National Program (funding nearly $16 million in FY 1993) and (2) the State Grant Program (providing $250 million a year to states for professional development to improve teachers' skills and the quality of teaching in math and science in elementary and secondary schools.) The evaluation and monitoring of the Eisenhower national and state grant programs are discussed, including development of performance indicators, annual state performance reports, and indicators for systemic reform. Next

Science Clubs beyond the scope of this project. Contains 13 references. (Author/JRH)

ED 387 332 SE 056 650

Dai, Mei-Fun Wang
Chinese Young Children's Conceptions of "Life".
PUB DATE- 24 Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animals; *Cultural Influences; Curriculum Development; Foreign Countries; Interviews; *Misconceptions; *Plants (Botany); Preschool Education; Science Education; Theories; *Young Children
IDENTIFIERS- *Alternative Conceptions; Chinese People; Taiwan (Taipei)

The study reported in this paper intended to trace what Chinese children think about life and identify their naive theories. Fifty-eight 5-year-old children in Taiwan from 39 kindergartens were interviewed using a semi-structured instrument. Results indicate that preschool children have preconceptions about the concept of life even before entering elementary school. Some naive theories expressed by the students include movement theory, function theory, growth theory, organ theory, response theory, action theory, death theory, life-span theory, and myth theory. Most of the young children had developed conceptions of life concerning primary attributes such as movement, growth, reproduction, structure, and function. Most of them had not developed the advanced attributes such as responsiveness, adaptation, life organization, energy translation and so forth. Contains 13 references and a list of 6 papers in Chinese. (Author/JRH)

ED 387 333 SE 056 651

Hampton, Belinda; And Others
The Development and Application of a Diagnostic Test To Assess Teachers' Understanding of the Learning Cycle.
PUB DATE- 24 Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diagnostic Tests; Elementary Education; *Elementary School Science; Higher Education; *Knowledge Level; *Learning Processes; Misconceptions; *Preservice Teacher Education; Science Education
IDENTIFIERS- *Alternative Conceptions; *Learning Cycle Teaching Method

This paper describes the development of a diagnostic test to assess teachers' understanding of the learning cycle and highlights common misconceptions identified through the administration of the diagnostic instrument. The Learning Cycle Test was administered to 28 undergraduate students enrolled in elementary science methods who had received instruction on the learning cycle. This paper describes the misconceptions

ED 387 354 SE 056 820

Wiles, Clyde A., Ed.; Schoon, Kenneth J., Ed.
PACE '94: Program Evaluation.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 50p.; For related documents, see SE 056 817-819.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; *Inservice Education; Mathematics Education; *Program Descriptions; Program Evaluation; Science Education; *Science Programs; *Technology Education; *Tech Prep
IDENTIFIERS- *Mathematics Programs; *Tech Prep

This booklet describes PACE (Promoting Academic Excellence in Mathematics, Science & Technology for Workers of the 21st Century), an Eisenhower Math and Science Education project, and presents an evaluation of the program. PACE seeks to improve learning opportunities and achievement in mathematics and science for students in target schools (see SE 056 818), with particular emphasis upon mathematics, science, and technology within the Tech Prep programs that are becoming increasingly important around the United States. The vision of the program covers a period of 6 years. The goals are to: develop a 3-week inservice program in mathematics and science education; develop an inservice plan that will ultimately result in the development of course sequences for Indiana tech prep curriculum competencies in mathematics and science; and provide support for staff development. The participants and the summer training program are described and conclusions are drawn. Attitude, confidence, goals, and participant evaluation surveys are included. Appendices include a letter of PACE recruitment, the PACE workshop application form, an evaluation form for summer 1994 workshop, Eisenhower program comments, and ratings of 38 participants. (MKR)

ED 387 355 SE 056 831

Merttens, Ruth, Ed.; Vass, Jeff, Ed.
Partnerships in Maths: Parents and Schools, The IMPACT Project.
PUB DATE- 93
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; Foreign Countries; *Mathematics Instruction; *Parent Participation; *Parent Teacher Cooperation
IDENTIFIERS- England (London); Family Math

The IMPACT Project is a parental involvement initiative originating in London, England. This book aims at a kaleidoscopic approach reflecting a variety of perspectives on the work in this project over five years. Chapters are grouped according to particular aspects of parental involvement. Part I, "Starting IMPACT," contains only one chapter: "IMPACT: Pride, Prejudice and Pedagogy: One Director's Personal Story" (Ruth Merttens). Part II, "Doing IMPACT," contains five chapters: "IMPACT and the Early Years Classroom" (Chris Tye), "Maths in My Home" (Sue Hunter), "A Probationer's Year on IMPACT's Probationary Year" (Kerry Carrie), "IMPACT: A Parent's Personal Perspective" (Sylvia Harrison), and "IMPACT: Does It database documents from 1970 to the end of 1994. A total of 52 relevant articles were identified, with four additional articles dated prior to 1970 due to the nature of the article. Each article was tabulated using the God Concept Article Evaluation Form included in Appendix A. Descriptive data, research design and level of research were captured on each article, and empirical studies were evaluated on their sample characteristics, methodology and results. A survey database program was used to analyze the data and frequency distributions were generated for each item evaluated. Cross-tabulations were used to explore relationships and trends. Empirical findings suggest that internal representations of self, parent(s) and God are related. High self-esteem, nurturant parenting and intrinsic religious commitment are often significantly related to positive God images. The God Concept Evaluation form is appended. Contains 59 references. (EH)

ED 387 374   SO 025 076

Price, Kaye
Aboriginal Education and the Arts Policy (Draft).
PUB DATE- 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Art Education; Cultural Differences; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Indigenous Populations
IDENTIFIERS- *Australia

This document outlines a policy for the art education of and about Aboriginal people. Teachers in art education should have an understanding of Aboriginal education issues, and developers of art programs should consult with Aboriginal people before beginning work on a program and continuously throughout development. Teachers should take into account differences in the preferred learning styles of Aboriginal students. Aboriginal artists should be encouraged within the teaching/learning environment. Art teachers should be aware of sensitive issues such as: authenticity, accuracy, and cultural specificity. Spiritual significance, correct terminology, and the meaning and translation of "The Dreaming" also should be considered by the art educator. (MM)

ED 387 375   SO 025 079

Irvine, Janice M., Ed.
Sexual Cultures and the Construction of Adolescent Identities. Health, Society, and Policy Series.
PUB DATE- 94
NOTE- 325p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescent Development; Adolescents; *Cultural Influences; Ethnicity; Racial Differences; Secondary Education; Sex Differences; *Sex Education; *Sexual Identity; *Sexuality; Venereal Diseases

This collection of essays presents a new vision of adolescent sexuality shaped by a variety of social factors: race and

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Anti Semitism; Audiovisual Aids; *Educational Testing; Films; Grade 8; *Jews; Junior High Schools; Social Studies; Student Evaluation; Videotape Recordings; *Visual Aids; *World History; *World War II
IDENTIFIERS- Holocaust

This study sought to investigate the effect of the use of videos about the Holocaust as part of a study of world history on student knowledge and understanding. The research hypothesis was that the mean achievement of 8th grade students who viewed videos about the Holocaust and World War II (WWII) in conjunction with their regular class assignments would be greater than the mean achievement of 8th grade students who did not view the videos but received otherwise similar instruction. This research is based on a pretest-posttest experimental study of 60 students selected at random from a middle-class suburban junior high in the Northwest, with 98% Caucasian enrollment. Teachers were randomly assigned to the two groups; both teachers were experienced and had master's degrees. Both groups used the same text, had the same amount of instructional time, and took the same quizzes and examinations. The only difference was the video group used some of their instructional time to view 10 videos (five documentary; five dramatic) about the Holocaust and WWII during the quarter. Both groups were administered a researcher-developed test prior to instruction and after instruction. The tests were based on the text book. This study supports the view that a careful use of video in classroom instruction in history can impact student knowledge and understanding. Contains 44 references. (EH)

ED 387 398 SO 025 276

Zorn, Jeff
Against Radical Multiculturalism.
PUB DATE- Jul 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; *Cultural Awareness; Cultural Context; *Cultural Differences; *Cultural Pluralism; Ethnic Groups; *Ethnic Relations; *Ethnocentrism; Intergroup Relations; *Multicultural Education

This essay presents two strands of arguments against radical or critical emancipatory multiculturalism. In strand 1, "'Culture' is...whatever..." the looseness of the core concept of "culture," which can refer to anything at all concerning a social group that itself may exist only theoretically, is shown. In strand 2, "From ideology to leveling, propagandizing curriculum," the thinking behind the education that an article by Cameron McCarthy, "Multicultural Discourses and Curriculum Reform: A Critical Perspective," and others advocate as emancipatory but that reads anything but is examined. The paper suggests that adherents to multiculturalism may not be interested in school reform but in building separatist communities. The essay concedes that multiculturalism can add to an educational program: (1) by giving students fuller and better balanced views of history, art, and society; (2) by developing a richer appreciation of literature of other peoples; and (3) by addressing directly the problems inherent in prejudice and discrimination based on ethnic heritage. Contains 28 notes with numerous references. (EH) to the study of history. Its purpose is to assist college and university history faculties in their efforts to offer students a coherent curriculum and to strengthen their claims for a central place for history in their institutions' programs. A brief summary of existing conditions and practices sets the context for the recommendations, which in turn prompt strategic questions for history faculties to address as they lay plans for the future. While focusing on the history major, the report also considers the larger role that history plays in college curricula and in the lives of those pursuing studies in other fields, suggesting ways to enhance the contribution of history to the education of all students. Because it recognizes that the fate of history in colleges and universities is inseparable from its well-being in elementary and secondary schools, it proposes measures to be taken in common with those who teach history there. The report is addressed to a number of audiences including: (1) individual historians; (2) history faculties in colleges and universities; (3) secondary and elementary school teachers and curriculum planners; (4) students majoring in history; (5) The American Historical Association; (6) college and university administrators; (7) The Association of American Colleges; and (8) the higher education community. (EH)

ED 387 419 SO 025 353

JETS3: Justice Education Teaching Strategies. Leap into Law through Literature.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Citizenship Education; *Conflict Resolution; Curriculum Enrichment; Elementary Education; *Law Related Education; Learning Activities; *Social Studies
IDENTIFIERS- Mock Trials

First disseminated in 1980, this newly revised Justice Education Teaching Strategies (JETS) curriculum guide is an effort to provide citizenship lessons for students in grades kindergarten through six. The new booklet provides up-to-date materials in both law and educational theory, and is more user friendly. The purpose of the literature-based JETS program is both to create an arena in which students can interact with literature and to make students conscious of the ways in which they are responsible members of their home and school environments. Using the materials in this guide, students develop skills that lead to a life-long ability to negotiate and mediate in the face of conflict. This manual is organized around the theme of conflict resolution. Each of four lessons include a literature-based conflict resolution exercise and address one major question: (1) What are rules and laws? (2) Are rules and laws everywhere? (3) To whom are we responsible? and (4) How do we solve problems? Around each of these lesson questions there is a series of activities to help students develop their own answers. A mock trial is the culminating activity. Supporting materials, a glossary, and a supplemental book list conclude the guide. (LH)

ED 387 420 SO 025 357

at the legislative and institutional level. A section on admissions looks at barriers to African Americans in testing and financial aid, promising practices in these areas, and legislative and institutional policy implications. A section on retention covers barriers to minorities in the form of lack of support, overt racism, and faculty issues. Promising practices in the area of retention include academic student support, social student support, and faculty involvement. This section closes with a discussion of legislative and policy implications. A section on field based support for minority teachers discusses certification testing, job search, on-the-job support, and professional development, including promising practices and policy implications. A short section discusses advancing the action agenda. An appendix provides graphics of TEAM university locations and teaching assignment locations, and a contact list of the seven institutions, their coordinators and deans, and the director of the Center for the Study of Teaching and Learning. (Contains 58 references.) (JB)

ED 387 439 SP 036 085

Fullin, Christine; Mills, Brett D.
Attribution Theory in Sport: Problems and Solutions.
PUB DATE- Jul 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Athletics; *Attribution Theory; Helplessness; Higher Education; Locus of Control; Models; *Performance Factors; Research Methodology; Research Needs; *Research Problems

This paper reviews the development of attribution theory as it relates to sport from Fritz Heider's original model of attribution theory in 1958 to the present. The original model explains that individuals use four attribution factors to interpret and predict the outcome of an event--ability, effort, task difficulty, and luck. Bernard Weiner built upon Heider's basic theory by organizing the four attribution factors into two dimensions: locus of control (internal vs. external) and stability (fixed vs. variable). A more recent model includes the role of emotional reactions and expectations of future performances. Other factors which are seen to affect performance outcome attribution include skill level effects and the syndrome of learned helplessness (when the probability of a desired outcome is perceived as not increased by one's actions). Methodological issues concerning research on attribution theory include a failure of early measures to consider all possible causal attributions and the arbitrary assigning of causal variables. New measures attempt to address these methodological problems. (Contains 15 references.) (JB)

ED 387 440 SP 036 095

Creamier-Wilhelm, Billie Lois; Karr-Kidwell, PJ
The Role of Common Culture and Cultural Diversity in the Creation of the Anti-Biased Classroom and Curriculum: A Case Study and Guidelines.
PUB DATE- 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires,

Adams, Arlene
A Portfolio Assessment Procedure for Preservice Teachers for Admission to the Professional Year: The Project So Far.
PUB DATE- Nov 95
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Evaluation Methods; Higher Education; *Informal Assessment; *Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; *Self Evaluation (Individuals); *Student Evaluation; Student Teachers; Teacher Competencies; Teacher Evaluation
IDENTIFIERS- Preservice Teachers

This paper reports on a program that is developing assessment procedures to measure a student's preparedness for the professional year. This assessment technique seeks to capture an individual's teaching capabilities that may not be evident in traditional assessment methodologies, and to examine the development of teaching capabilities over time. Portfolios allow students an opportunity for self-reflection on their growth and development that they might not otherwise experience. Portfolio assessment examines five dimensions: professionalism, planning, instruction, communication, and management. For each dimension, students must submit an artifact--any type of evidence that a requirement has been fulfilled--along with a written rationale for the artifact and a verification statement. Requirements for the portfolio include: evaluative checklists from cooperating teachers and college instructors; a videotape of a lesson taught by the student; evidence of professional activities and educational service; a written philosophy of education; a practicum artifact; and proof of completion of a standardized personality inventory. Procedures for preparing and reviewing portfolios are summarized, as well as guidelines for evaluating the portfolios. Concerns still under consideration include necessary curriculum changes to accommodate portfolio assessment, timelines for students, and time burdens for faculty. (ND)

ED 387 459 SP 036 229

Purkey, William Watson; Novak, John M.
Inviting School Success: A Self-Concept Approach to Teaching, Learning, and Democratic Practice. Third Edition.
PUB DATE- 96
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Discipline Policy; *Educational Change; Educational Innovation; *Educational Theories; Elementary Secondary Education; Foundations of Education; Humanistic Education; Instructional Effectiveness; *Instructional Improvement; Learning Strategies; Models; *School Organization; Self Concept; Teacher Attitudes; *Teacher Student Relationship; Teaching Methods; Violence

intergenerational effects. The sample consisted of 2,082 student/parent records from the 1990 National Postsecondary Student Aid Study. Actual parent contributions to the child were not directly affected by the parental college funding experiences; however, the indirect effects suggested increased parental contributions to the child, mediated by parents' measures of socioeconomic status, timing of savings, and the child's degree aspirations. The student's financial aid was also indirectly affected by measures of the parents' socioeconomic status: higher status resulted in less aid. The direct effect of the parent receiving student financial aid was in larger amounts of student aid for the child. No intergenerational effects were found from student employment; current students did not work during college because their parents worked in college. The results strongly indicated that part of the intrafamily process of deciding how students should pay for college is the college financing experience of the parents. (Contains 30 references.) (SW)

(120),Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- College Faculty; *College Instruction; *Educational Philosophy; Epistemology; *Feminism; Higher Education; Teacher Attitudes; Teacher Role; Teacher Student Relationship; Teaching Methods

IDENTIFIERS- *Poststructuralism

This paper presents an understanding of feminist teaching through a poststructural perspective which problematizes knowledge construction and meaning, in particular how feminist teachers create spaces for and struggle within the relationship of negotiating knowledge and knowing in higher education classrooms. The paper uses the term "negotiation" to characterize the constant redefinition of knowledge in all of its forms as it is developed through tensions between and contributions of class content, students, teachers, and larger societal factors. The paper first explains its focus on teachers in this capacity and then briefly presents ideas about knowledge from literature on feminist classrooms. The paper then addresses knowledge as conceptualized in poststructural philosophy. Finally the paper presents data from interviews with persons who use feminist teaching in some capacity to talk about knowledge negotiations that occur within their higher education classrooms. The paper aims to provide many viewpoints on the types of knowledge that are validated in classrooms, to show how these teachers conceptualized both their roles and those of students as they all engage as participants in the classroom and knowledge negotiation process, and to demonstrate the degree to which these teachers problematized the existence of truth within their classrooms and the larger society. (Contains 22 references.) (JB)

Knight, Peter, Ed.
Assessment for Learning in Higher Education. Staff and
  Educational Development Series.
PUB DATE- 95
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Evaluation Criteria; *Evaluation Methods;
  *Evaluation Needs; *Evaluation Utilization; Feedback; Foreign
  Countries; Higher Education; National Competency Tests;
  Performance Contracts; Seminars; Staff Development; *Student
  Evaluation; Vocational Education; Vocational Evaluation
IDENTIFIERS- United Kingdom

The Staff and Educational Development Association (SEDA) organized a conference in May 1994 around the theme of assessment for better student learning. The chapters in this collection constitute a selection of the 32 conference presentations. All have been rewritten for this book, although Dary Erwin's chapter (chapter 3) was especially written for this book. These 13 essays focus on the assessment of assessment, making assessment and learning complementary, staff and educational development for assessment reform, feedback to and from students, and the United Kingdom's National Council for Vocational Qualifications (NCVQ) model of assessment. They include: (1) "What Should We Be Assessing?" (Madeleine Atkins); (2) "Assessment and Learning: Contradictory or Complementary?" (David Boud); (3) "Attending to Assessment: A Process for Faculty" (T. Dary Erwin); (4) "What Has Assessment Done for Us--and to Us?" (Phil Race); (5) "Using and Experiencing Assessment" (Sally Brown and others); (6) "Making Assessment a Positive Experience" (Bob Farmer and Diana Eastcott); (7) "Staff and Educational Development for Assessment Reform: A Case Study" (Ivan Moore); (8) "Embedding Alternative Approaches in Assessment" (Hazel Fullerton); (9) "When Tutors Assess: Who Can Help and How?" (Kate Day and Dai Hounsell); (10) "Assessing 'Seminar' Work: Students as Teachers" (Phyllis Creme); (11) "Learning Contracts: Related Assessment Issues" (Irene Harris); (12) "Improving Feedback To and From Students" (Nancy Falchikov); and (13) "The NCVQ Model of Assessment at Higher Levels" (Romla Hadrill). (Contains 109 references.) (MDM) bring faculty salaries to competitive levels, increase laboratory space and equipment. Recommendations for Florida A & M include increasing laboratory and office space, implementing an enrollment management program for the graduate program, improving financial aid administration, filling faculty vacancies, and exercising caution in expanding an existing Master's program to a Pharm. D. until a critical mass of graduate faculty is reached. Appendixes include information on the author, professional association statements on accreditation and degree program design, data on pharmacy programs nation-wide, and a survey on position concerning Pharm. D. (JB)

NOTE- 209p.; For individual papers, see IR 017 306-332. For 1993 proceedings, see ED 372 752.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; *Educational Technology; Futures (of Society); Information Networks; *Microcomputers; *Multimedia Instruction; Teacher Education; Technological Advancement; *Telecommunications
IDENTIFIERS- Internet

Papers from a conference on microcomputers are: "Organizational Leadership through Information Technology" (John A. Anderson); "Multimedia in the Classroom--Rejuvenating the Literacy Course" (Stephen T. Anderson, Sr.); "Something New about Notetaking: A Computer-Based Instructional Experiment" (Donald Armel); "Reflections on Electronic Frontiers in Education" (Ron Barnette); "Planning, Developing and Installing a Campus LAN" (Francis Foley); "Multimedia Design and Development: Who, What, When, Where, How and Why" (Michael T. Fox); "Designing and Delivering a Summer Institute on Academic Information Resources" (Michael T. Fox); "Multimedia and Computer-Based Instructional Software: Evaluation Methods" (William J. Gibbs); "TestMaker: A Computer-Based Test Development Tool" (William J. Gibbs; Annette L. Lario-Gibbs); "Getting Everyone into the Tent (Even If It Takes a Big Top!)" (Thomas L. Hallman); "Wireless Data Communications Prototyping: A Flexible, High-Quality, and Cost-Effective Information System for Education" (Benjoe A. Juliano, Stephen J. Sheel); "Universal Access and Faculty Training: Keys to the Information Highway for a Small University" (Jerry Kandies and others); "Designing and Integrating a Fiber Optic Network with an Existing Copper Network" (Wallace C. Knapp); "'Mooving' to a Virtual Curriculum" (R. John LaRoe); "Connecting Classrooms to the Web: An Introduction to HTML" (R. John LaRoe); "Computers across the Curriculum: Teaching a Computer Literacy Course for Multi-Disciplinary Use in a Network Environment--Content and Pedagogy" (Dana E. Ormerod); "Information Technology Curricula: Business and Interdisciplinary Perspectives" (Thomas A. Pollack); "Conducting Political Science Research Using Multimedia" (David P. Redlawsk); "Video and Computer Technologies for Extended-Campus Programming" (Edgar L. Sagan); "Macintosh Computer Classroom and Laboratory Security: Preventing Unwanted Changes to the System" (Gary J. Senn, Thomas J. C. Smyth); "Cooperative Efforts To Integrate Computer Technology into Teacher Education Curricula" (Wagih Shenouda, Gretchen Johnson); "Netware-Specific Network Security" (Robin M. Snyder); "Designing Effective PC-Based Multimedia Presentations" (Nancy S. Thomson); "Mosaic as a Vehicle for Collaborative Learning" (Robin Wagner, Bill Wilson); "Distance and Distance Research: The Need for Internet Proficiency in the Shadow of Shrinking Resources" (Arthur E. Williams); "Mobile Computing at Grove College" (Frederick J. Jenny); and "Electronic Portfolio: Assessment, Resume, or Marketing Tool?" (Dutchie Riggsby and others). (AA)

NOTE- 5p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (28th, North Myrtle Beach, South Carolina, June 18-22, 1995); see IR 017 305.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Interfaces; *Computer Security; *Computer Software Evaluation; Computer System Design; Costs; Information Technology; *Problems; Users (Information)

IDENTIFIERS- *Apple Macintosh; Graphical User Interfaces; *Protective Mechanisms

Because of the graphical interface and "openness" of the operating system, Macintosh computers are susceptible to undesirable changes by the user. This presentation discusses the advantages and disadvantages of software packages that offer protection for the Macintosh system. The two basic forms of software security packages include a package that provides protection by masking the interface a user would see on an unprotected system, and a package the protects the system while maintaining the standard operating system. A description of three specific packages is provided, including control features, comments and costs. (AEF)

College's Solution" (Lawrence W. Mazzeno); "The Library of the Future: A Hybrid Model" (David Cossey); "Emulating Mickey Mouse Without Feeling Goofy" (Howard Strauss); and "A Question for the CEO: Campus of the Future or Future of the Campus?" (William H. Graves). (MAS)

ED 387 129 IR 055 394

Hori, Pamela, Comp.; White, Howard S., Ed.
The Sourcebook of Library Technology. 1994 Edition. A Microform Edition of Library Technology Reports and Library Systems Newsletter 1992 and 1993.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Criticism; Elementary Secondary Education; *Indexes; Integrated Library Systems; Learning Resources Centers; Libraries; Library Acquisition; *Library Automation; *Library Equipment; Library Materials; *Microfiche; *Newsletters; Schools; *Summative Evaluation; Vendors
IDENTIFIERS- American Library Association

This sourcebook is an indexed compilation, on microfiches, of material published during 1992 and 1993 in "Library Technology Reports" (LTR) and "Library Systems Newsletter." "LTR" is a publication by the American Library Association (ALA) which provides critical evaluation of products and systems used in libraries, media centers, and other educational institutions. Evaluations are designed to enable the management and staff of these institutions to make informed purchasing decisions. "LTR" also gives manufacturers and suppliers feedback about the strengths and weaknesses of their products. "Library Systems Newsletter" covers the field of library automation, with an emphasis on turnkey automated library systems. Index A contains "LTR" information, and "Library Systems Newsletters" are in Index B. Both components are indexed by subject, company names and product, and microfiche location symbols are provided for access to documents. Eighteen microfiche containing the reports and newsletters are included. (MAS) included. Twenty-one organizational charts of universities in the United States and Canada are included. References are provided for seven selected readings. (MAS)

ED 387 148 IR 055 676

Public Libraries in the United States: 1993. E.D. TABS.
PUB DATE- Sep 95
NOTE- 161p.; For the 1992 report, see ED 374 810. Prepared for NCES by the Bureau of the Census.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Branch Libraries; Interlibrary Loans; *Library Circulation; *Library Collections; Library Expenditures; Library Funding; *Library Services; *Library Statistics; Library Surveys; National Surveys; Nonprint Media; *Public Libraries; Reference Services; State Libraries

The tables in this report summarize information about public libraries in fiscal year 1993. These data were collected through the sixth Public Libraries Survey. Respondents for this census were the 8,929 public libraries identified in the 50 states and District of Columbia, by state library agencies. Over 71% of the population of legally served areas in the United States were served by fewer than 11% of public libraries; 1,454 public libraries (over 16%) reported one or more branch library outlets, with a total of 7,017; total operating expenditures for public libraries were over $4.7 billion in 1993; libraries reported a total of nearly 111,945 paid full-time equivalent (FTE) staff; and total nationwide circulation of library materials was nearly 1.6 billion, or 6.5 per capita. The report begins by presenting highlights of the findings. The introduction then describes the terminology used in the document; the universe represented by the data; data collection and use of the technology; and quality review of the data. Also included are caveats for using the data; information on ordering machine readable data and publications; and a source for further information on public library statistics. The data are presented in 19 sets of tables, which make up the major part of this report. Data is provided on staffing; operating income and expenditures; type of governance; type of administrative structure; size of collection; and service measures such as reference transactions; public service hours; interlibrary loan; circulation; and library visits. Appendices include background of the Federal-State Cooperative System (FSCS), a glossary, and a list of states with overlapping population of legal service area. (MAS)

College Algebra. An experimental group of eight students was established and given lists of math-related vocabulary words and problems which required written explanations. Quizzes were constructed requiring the group to respond in writing, while eight students in a control group took standard quizzes. A standard final college algebra examination served as the posttest for both groups, while the experimental group also completed a survey on their perceptions of the writing activities. The mean test score on the final examination was 84 for the experimental group and 74.3 for the control group. Conclusions drawn from the scores and from responses to the survey included the following: (1) the small sample size did not make the difference in mean test scores significant; (2) students who excel in mathematics may not benefit from writing assignments but lesser prepared students may benefit a great deal; (3) experimental group responses indicated that students were generally positive about writing activities, with five of the students agreeing that the assignments helped them to understand algebra, two expressing no opinion, and two disagreeing; and (4) in general, students did not understand that the writing assignments were meant to help them learn algorithms rather than show the teacher that they could communicate math concepts in writing. (Appendixes include test scores, the survey instrument, student and teacher comments, and writing samples.) (KP) levels, but included classroom use for non-credit, continuing education courses to determine differences in utilization rates for the colleges. This study revealed that, in general, classroom-use rates improved for about two-thirds of the colleges, with six of these moving above the standard when the additional use was counted. As expected, however, neither heavy nor regular laboratory-use rates increased significantly. (Data tables are included.) (BCY)

lowering the rate of teenage pregnancies. Collaboration among human service agencies entails shifting control of programs away from the state to the local level. At the state level, a new policy-making body called "The Office of Children, Youth, and Families" could coordinate planning for services and establish quality guidelines. This office could then work with community coordinating councils who have the authority to establish common goals; pool and manage resources; engage in joint planning, implementation, and evaluation; and delegate individual responsibilities for specified outcomes. State and local and inter-agency partnerships should be mandated. An appendix describing initiatives currently underway in Illinois is included. (JW)

ED 387 201 PS 023 223

Clemmons, Joan; And Others
Portfolios in the Classroom: A Teacher's Sourcebook. Grades 1-6.
Scholastic Professional Books.
PUB DATE- 93
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Formative Evaluation; *Portfolio Assessment; Portfolios (Background Materials); Reading; *Reading Processes; Reading Skills; *Self Evaluation (Individuals); Student Educational Objectives; *Student Evaluation; *Writing Evaluation
IDENTIFIERS- *Alternative Assessment

Portfolios are developmental pictures of students' progress, providing alternative ways to evaluate both products and processes of students' learning. Portfolios also serve as vehicles for involving students in self-evaluation and goal-setting. This sourcebook was written to help teachers begin to use portfolios as an authentic assessment method. The guide includes selections from student portfolios and teacher evaluations; suggestions for supplies; a year-long portfolio plan; and questionnaires. The chapters in the guide are: (1) "Portfolios: Effective Assessment Tools"; (2) "Portfolios: A Natural Outgrowth of Reading and Writing Classrooms"; (3) "Implementing a Portfolio Program: A Plan for School, Teacher, and Parent Involvement"; (4) "Components of a Portfolio"; (5) "Engaging Students in Self-Evaluation and Goal-Setting"; (6) "Setting Up Your Portfolio Program: A Step-by-Step Guide"; and (7) "Portfolio Snapshots: What's Inside." (BGC) learning; (4) maintaining one-on-one communication with parents; (5) initiating personalized telephone contact; (6) making home visits; (7) publishing home-school handbooks; (8) distributing newsletters; (9) involving single and working parents; (10) involving parents at the secondary level; (11) involving bilingual parents; and (12) developing parent workshops. (A U.S. Department of Education pamphlet "What Works: Research about Teaching and Learning" is reprinted as an appendix.) (TM)

ED 387 220 PS 023 547

Burke, Raymond V.; Herron, Ronald W.
Common Sense Parenting: A Practical Approach from Boys Town.
PUB DATE- 92
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; *Child Rearing; Discipline; Elementary Secondary Education; Family Relationship; *Parent Child Relationship; Parent Education; *Parenting Skills; Parent Role; *Parents as Teachers; Teaching Methods; Workbooks
IDENTIFIERS- Family Communication; Family Rules

This workbook is designed to help parents develop a "common sense" approach to child rearing and become more effective parents. Each of the 15 chapters suggests a parenting skill and gives examples for using the skill in a variety of situations. Each chapter also includes exercises designed to help parents put these skills into practice with their children. Chapters focus on: (1) discipline as a teaching instead of a punishment experience; (2) sending clear messages to children; (3) the role of consequences in changing behavior; (4) positive consequences; (5) negative consequences; (6) effective praise to encourage positive behavior; (7) preventive teaching; (8) the development of family rules; (9) staying calm when responding to problems; (10) corrective teaching; (11) teaching self-control; (12) family decision-making; (13) reaching goals with charts and contracts; (14) family meetings; and (15) the importance of time with children, family traditions, consistency, and parenting with love. Four appendices list positive consequences that cost no money, time-out guidelines for parents, chores for children, and important skills for children and adolescents to learn. (MDM)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Change Strategies; Classroom Environment; *Discipline; *Discipline Problems; Elementary Education; Group Discussion; *Parent Child Relationship; Parent Materials; *Parents; Parent Student Relationship; *Parent Teacher Cooperation; Questionnaires; *Social Support Groups; Stress Management; Student Adjustment
IDENTIFIERS- *Disciplinary Styles; Parent Control

Parents whose children were experiencing behavioral problems at a southwestern U.S. elementary school were at a loss as to how to effectively manage their children's behavior both in and out of home. The effect of a lack of discipline transcended into the classroom which ultimately disrupted the learning environment. This practicum created a support group for these parents, and was designed to educate parents on effective discipline strategies that would enable them to facilitate behavior modification without starting a negative discipline cycle. The project entailed an 8-month program during which parents shared concerns, problems, and solutions with one another. The goal of the project was to help parents learn to teach their children how to behave in a socially acceptable manner both in and out of the classroom. At the end of the project, the majority of the parents had implemented the new strategies with some degree of success. All the parents reacted positively to the support group and testified to feeling empowered to handle their children's behavior more effectively. (A copy of the post parent support group survey and 45 references are included.) (Author/AA)

references.) (BGC)

ED 387 257 PS 023 616

Mettetal, Gwendolyn
Non-Clinical Interventions for Families with Temperamentally Difficult Children.
PUB DATE- Oct 94
NOTE- 28p.; A preliminary version of this paper was presented at the Occasional Temperament Conference (10th, Berkeley, CA, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Child Behavior; Child Rearing; *Children; Early Childhood Education; Elementary Education; *Intervention; Longitudinal Studies; *Parent Attitudes; Parent Child Relationship; *Parent Education; Parenting Skills; Parent Workshops; *Personality Problems
IDENTIFIERS- Parenting Styles

This study sought to determine if general parent education, in the form of books and workshops, was an effective intervention in cases of moderate parental distress due to difficult child temperament. The parents of six "difficult" children answered questionnaires and were interviewed over several years concerning their child's temperament and its effects. They also participated in general parent education workshops and other educational activities that included information on temperament and child behavior. The study found that, soon after the intervention program began, parents: (1) were reassured that their child's behavior, although not average, was still normal; (2) attributed the child's problem behaviors to innate characteristics, thus reducing blame and defensiveness; (3) reframed temperament traits as positive attributes, given the right context; and (4) worked to increase the "goodness of fit" between the child and his/her environment. (Contains 12 references.) (MDM)

is included. (JAT)

ED 387 278 RC 020 222

Gass, Michael A., Comp.
Book of Metaphors: Volume II.
PUB DATE- 95
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adventure Education; *Behavior Change; Change Strategies; *Experiential Learning; Group Activities; Group Dynamics; Higher Education; Intervention; *Learning Activities; Learning Strategies; *Metaphors; Therapy; *Transfer of Training
IDENTIFIERS- Debriefing; Facilitators; *Facilitator Styles; Isomorphism; Reflection Process

This book presents group activities that use metaphors to enhance learning for participants in adventure-based programs. The first chapter provides an overview of approaches to facilitating adventure experiences, including letting the experience speak for itself, speaking for the experience, debriefing the experience, directly frontloading the experience, framing the experience, and indirectly frontloading the experience. The last three facilitation styles, which rely on proactive techniques and focus on behavior change, represent the majority of activities described in this book. The second chapter describes a process for designing metaphoric frameworks: stating and ranking goals; selecting an appropriate metaphoric adventure experience; identifying successful resolutions to therapeutic issues; strengthening isomorphic frameworks; reviewing client motivation; conducting experience revisions; and using debriefing techniques to reinforce positive behavior changes, reframe negative interpretations of the experience, and focus on the integration of functional change into the client's lifestyle. The third chapter addresses ethical considerations when implementing adventure activities. The remaining chapters describe 57 adventure activities designed for therapeutic, corporate, school, and general populations. Each description covers the target population; when the activity might be used; any contraindicating or limiting factors; goals; set-up; a sample presentation; an overview of facilitator role and strategies for enhancing the value of the experience; debriefing strategies that address issues arising during the activity, especially with regard to clients' past behaviors, current needs, and future considerations; and the name and address of the contributor. Indexes of activities and contributors are included. (LP)

This document consists of a facilitator's guide and related materials for implementing a program that teaches social, communication, and study skills to middle school and junior high school students. The goal of the program, which incorporates peer tutoring, is the prevention of drug and alcohol abuse. This program was developed in Iowa to address rural issues of cost effectiveness, limited resources, and small size, while providing sufficient duration to change students' behavior. The facilitator's guide covers an overview of the program, basic group facilitation skills, group facilitative conditions, ground rules, legal and ethical concerns, program implementation, and specific program goals. It also includes a bibliography of 19 works on skill-focused programs for early adolescents, risk and resilience, and the practical aspects of group process and facilitation. The second section of the document provides materials for program implementation and is divided into six flexible content areas that can be adapted to variable meeting frequencies and durations. Content areas include middle school/junior high orientation; planning skills; decision-making skills; peer pressure resistance; social and communication skills as applied to peers, family, and school; and study skills. Each content area consists of individual and group learning activities that facilitate skill development. The third section consists of materials for teaching students to be effective peer tutors. Students who finish "Knowing the Ropes" and "Showing the Ropes" phases of the program act as tutors for new students entering the program. (LP)

steps include an in-depth evaluation of what the Eisenhower Program is contributing to improvements in teachers' skills and the quality of classroom instruction. (MKR)

ED 387 313 SE 056 557

Magnusson, Shirley; Krajcik, Joseph S.
Teacher Knowledge and Representation of Content in Instruction about Heat Energy and Temperature.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Energy; *Heat; Instructional Design; Interviews; *Knowledge Base for Teaching; *Knowledge Representation; Science Curriculum; Science Instruction; *Science Teachers; *Scientific Concepts; Secondary Education; Teacher Education; *Temperature
IDENTIFIERS- Microcomputer Based Laboratories

Pedagogical content knowledge, the content-specific knowledge which embodies the aspects of content most germane to its teachability and which is most likely to distinguish the understanding of the content specialist from the pedagogue, has been widely regarded as important for effective teaching of complex subject matter such as science. This paper focuses on one aspect of pedagogical content knowledge, topic-specific pedagogical strategies, and describes a framework for categorizing the strategies on the basis of how the subject matter is represented. The research was conducted in the context of a large teacher enhancement project which enabled experienced teachers to use microcomputer-based laboratories to help students develop scientific knowledge of heat energy and temperature. The conceptual analysis undertaken in this study demonstrates the utility of a conceptual analysis of instructional activities with respect to representation of content, allows comparison of instructional activities that may be very different contextually, and may provide a framework for conceiving new activities that are powerful representations of the content. Results indicate that teachers did not appear to have differentiated knowledge of instructional tasks with respect to the distinction between heat energy and temperature. Implications for teacher preparation are also discussed. (Contains 31 references.) (JRH) identified through analysis of items on the Learning Cycle Test in the context of exploration, concept introduction, application, and general questions about the learning cycle. Results indicate that elementary science methods students continue to have alternative conceptions about the learning cycle after instruction on the learning cycle. The most common alternative conceptions were centered around the teacher explaining and/or defining the concept prior to or during exploration. The Learning Cycle Test, which appears to provide a feasible approach for evaluating students' understanding and for identifying alternative conceptions about the learning cycle, is included in the paper with percentage of responses by preservice science teachers with specific misconceptions. Contains 21 references. (JRH)

ED 387 334   SE 056 652

Chin, Chi-Chin
Interpreters' Perceptions about the Goals of the Science Museum in Taiwan.
PUB DATE- 23 Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; *Exhibits; Foreign Countries; *Museums; Questionnaires; Science Education
IDENTIFIERS- *Docents; *Science Museums; *Taiwan

The competence of interpreters, so called "docents," influences visitors' learning in museums. The study reported in this paper investigated 16 interpreters' perceptions about: the educational goals of the science museum in Taiwan, the function of the interpreter in the science museum, the requirements for a competent interpreter, and the interpreter as a professional using open-ended questionnaires, follow-up interviews, and observation from the interpretation. Results indicate that interpreters believe that the goal of the science museum was mainly to transfuse scientific knowledge to visitors. Although instructional skills were employed to motivate museum visitors, most of the interpreters did not consider the importance of affective objectives in informal science learning. Interpreters also thought that science museums should build firm relationships with the public and the school systems and that they could become more professional. Problems regarding training policy, welfare, and job descriptions are discussed. An open-ended questionnaire about interpreter's perceptions of museum education is appended. Contains 5 tables and 16 references. (Author/JRH)

Really Make a Difference? A Teacher's Personal View" (Linda Calvert). Part III, "Supporting IMPACT," contains five chapters: "IMPACT: A Humberside Perspective" (Alwyn Morgan and Paul Tremere). "IMPACT in the Urban Authority" (David Brostow), "IMPACT: Changes in a Support Teacher's Role" (Margaret Williams), "Child-Centeredness, IMPACT and the National Curriculum" (Ian Lewis), and "IMPACT at the Core of the Curriculum: The Work of a Primary Maths Adviser in the New Era" (David Owen). Part IV, "Research in the Area," contains five chapters: "Parents in the New Era: Myth and Reality?" (Martin Hughes, Felicity Wikeley, and Tricia Nash), "Parental Partnerships: Comfort or Conflict?" (Richard Border and Ruth Merttens), "IMPACT and Cultural Diversity" (Deborah Curle), "Practising Mathematics Education: A Context for IMPACT (Lin Taylor and John Smith), and "IMPACT In-Service Training: A View from the Centre of the Web" (Ruth Merttens). Part V, "Reflections," contains six chapters: "Parental Involvement from Policy to Practice: An Education Officer's View" (Tim Brighouse), "Special Needs, Parents and the Education Reform Act" (Gary Thomas), "Participation, Dialogue and the Reproduction of Social Inequalities" (Andrew Brown), "Marginal Dialogues, Social Positions and Inequity in Rhetorical Resources" (Jeff Vass), "Family Math in Toronto" (Peter Saarimaki), and "Including Parents: The Dynamics of Resistance" (Dorothy Hamilton and Deryck Dyne). (MKR) ethnicity, gender, sexual identity, physical ability, and cultural messages propagated in films, books, and within families. The book is divided into three parts: (1) Contexts and Theories; (2) Cultures and Communities; and (3) Texts and Conversations. The contributors consider the full range of cultural influences that form a teenager's sexual identity and argue that education must include more than its current overriding message of denial hinged on warnings of HIV and AIDS infection and teenage pregnancy. Examining sexual experiences, feelings, and development of Asians, Latinos, African Americans, gay men and lesbians, and disabled women, this book provides a new understanding of adolescent sexuality that goes beyond the biological approach. (RJC)

ED 387 376   SO 025 080

Igoa, Cristina
The Inner World of the Immigrant Child.
PUB DATE- 95
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; Critical Theory; Elementary Secondary Education; English (Second Language); *Immigrants; Literacy; Multicultural Education; Phenomenology; Reading Skills; Writing Skills

Written in narrative form, this book describes the development of immigrant children and the development of a teacher who works with immigrant children. Part 1 portrays the immigrant experience of uprooting, culture shock, and adjustment to a new world. Part 2 describes a threefold theoretical model of cultural/academic/psychological interventions for working with immigrant children that facilitates learning as the youngsters make the transition to a new language and culture. The book outlines teaching methodology and philosophy for working with immigrant students. While detailing specific classroom practices that contribute to building literacy and motivating children to become active learners, the text explains the central importance of literacy to learning and to the child's sense of self-empowerment. The book provides a 42-item suggested readings list and a 33-item reference list that includes the work of other scholars who have contributed to this field. (RJC)

Religious Liberty, Public Education, and the Future of American Democracy. A Statement of Principles.
PUB DATE- Mar 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship; *Community Relations; *Conflict; Discussion; Elementary Secondary Education; *Public Schools; Religion
IDENTIFIERS- *First Amendment; *Religious Freedom; United States Constitution

According to this document, citizens need to reaffirm their commitment to the guiding principles of the religious liberty clauses of the First Amendment to the Constitution. The rights and the responsibilities of the religious liberty clauses provide the civic framework within which individuals are able to debate differences, to understand one another, and to forge public policies that serve the common good in public education. Yet, the statement says that many communities are divided over educational philosophy, school reform, and the role of religion and values in public schools. In the spirit of the First Amendment, the Freedom Forum proposes six civic ground rules for addressing conflicts in public education that deal with: (1) religious liberty for all; (2) the meaning of citizenship; (3) public schools belong to all citizens; (4) religious liberty and public schools; (5) the relationship between parents and schools; and, (6) the conduct of public disputes. Includes a list of 17 organizational sponsors. (LH)

Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Acculturation; Case Studies; *Cultural Awareness; *Cultural Differences; *Curriculum Development; *Equal Education; Ethnic Groups; Higher Education; *Hispanic Americans; Intermediate Grades; Junior High Schools; Middle Schools; Multicultural Education; Public Schools; Student Adjustment

IDENTIFIERS- *Diversity (Student); Texas

This paper first explores the problem of increased cultural diversity in public education and then offers suggestions and guidelines for educators in the creation of an anti-biased classroom and curriculum. Case studies of two Hispanic students illustrate the role of acculturation and the middle school classroom setting and curriculum on academic achievement and future educational and employment aspirations. A review of related literature looks at: acculturation models, ethnic identity, educating diverse cultural groups, non-biased educational environment, and diversity as an agent for change. Generalizations from the case studies suggested that: (1) the curriculum was not meeting the two students' educational needs; (2) Hispanic culture was not included across the curriculum; and (3) the middle school classrooms did not provide a secure environment for Hispanic cultural expression. Among 12 suggestions and guidelines for educators are the following: teachers must be sensitive to the diverse cultures of their students; curriculums should allow students of all cultures to share their culture with classmates; and the study of cultural diversity and common culture should be part of every curriculum and classroom. Appendices include letters and forms used in the study, the parent and student questionnaires, and academic data. (Contains 38 references.) (JB)

IDENTIFIERS- *Invitational Education

Invitational education is a general framework for thinking and acting about what is believed to be worthwhile in schools. It centers on five basic principles: (1) people are able, valuable, and responsible, and should be treated accordingly; (2) educating should be a collaborative, cooperative activity; (3) the process is the product in the making; (4) people possess untapped potential in all areas of worthwhile human endeavor; and (5) this potential can best be realized by places, policies, programs, and processes specifically designed to invite development, and by people who are intentionally inviting with themselves and others personally and professionally. The publication consists of eight chapters. Chapter 1 introduces invitational education and explains how it serves as a vehicle for understanding the influence of people, places, policies, programs, and procedures on students. Chapter 2 explores the three foundations of individual education: the perceptual tradition, self-concept theory, and democratic practice. Chapter 3 examines the stance necessary to maintain an inviting perspective and sets the stage for development of skills and the handling of challenging situations. Chapter 4 discusses the craft of inviting as a complex process requiring commitment, sensitivity, courage, and imagination, while chapter 5 looks at how invitational education addresses difficult situations. Chapter 6 focuses on ways to develop skill in applying invitational education, highlighting the importance of the person in the process. Chapter 7 presents two models for next century schools; Chapter 8 looks at how a school can systematically embody this approach. Appendix A provides practical suggestions for the whole school in implementing the inviting approach; Appendix B lists inviting and disinviting verbal and physical signals. (Contains 302 references.) (ND)

ED 387 460 SP 036 230

Teitel, Lee; Del Prete, Tom
Creating Professional Development School Partnerships. A Resource Guide.
PUB DATE- May 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College School Cooperation; Educational Principles; Elementary Secondary Education; Higher Education; Institutional Characteristics; *Partnerships in Education; *Professional Development Schools; *Program Development; *Program Implementation

This three-part guide presents information and recommendations from the Massachusetts Professional Development School Network Steering Committee on how to develop a professional development school (PDS) partnership. Part 1 defines the PDS concept, presents a brief background account of its evolution, and discusses its potential for simultaneously improving teaching and learning through the transformation of school and college structures and practices. Part 2 identifies five principles and characteristics of PDSs. Comments from teachers, interns, and college faculty involved in PDS partnerships supplement this discussion. Part 3 offers practical advice, in a question and answer format, on how to form and sustain a PDS. Answers to the following questions are given: (1) Why start a PDS? (2) Who will initiate the partnership? (3) How do schools and colleges find partners? (4) How are partnerships defined and developed? and (5) How do you organize and run a PDS partnership? Concrete examples from within Massachusetts illustrate specific approaches to start-up problems and challenges. This guide includes contact information for members of the Massachusetts Professional Development School Network Steering Committee. (Contains 13 references.) (IAH)

ED 387 461 SP 036 231

Martin, Nancy K.; And Others
Beliefs Regarding Classroom Management Style: Relationships to Particular Teacher Personality Characteristics.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For similar studies, see SP 036 248 and ED 355 213.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Elementary School Teachers; Elementary Secondary Education; *Locus of Control; Measures (Individuals); *Personality Measures; Secondary School Teachers; *Teacher Characteristics; *Test Validity; Urban Schools
IDENTIFIERS- *Inventory of Classroom Management Styles; Sixteen Personality Factor Questionnaire; United States (Southwest)

This study was a continuation of an in-process research effort to further refine the Inventory of Classroom Management Styles (ICMS), an instrument designed to measure teachers' perceptions

ED 387 478 SP 036 261

McFarland, Katherine
Case Studies of the Dialogue Journal in Multicultural Education.
Working Draft.
PUB DATE- 92
NOTE- 36p.; Paper presented at the Annual Conference of the
National Association for Multicultural Education (2nd, Orlando,
FL, February 13-16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Dialog Journals; Education Courses;
Elementary Education; Higher Education; Interpersonal
Communication; *Journal Writing; *Multicultural Education;
Preservice Teacher Education; Reflective Teaching; *Student
Journals; Teacher Education Programs; *Teacher Student
Relationship; *Teaching Methods
IDENTIFIERS- Cultural Sensitivity; Educational Diversity;
Reflective Practice; *Reflective Writing

This study examined reflective writing as a vehicle for learning through the use of dialogue journals to synthesize relevant classroom materials and help students examine multicultural issues. Thirty-one elementary education students enrolled in a course titled "Foundations of Education in a Multicultural Society" participated in the study. The dialogue journals are analyzed in terms of literal understanding, lack of understanding, self in context, evaluation, implementation, new insights, and heightened awareness, with eight case studies summarized in detail. Analysis showed that students preferred to write showing literal understanding, while they less frequently explored issues in terms of new insights and heightened awareness. Many students reported having trouble finding the time for the journals. The expected written conversation between student and instructor did not happen, as the instructor's feedback questions seemed to encourage reflection rather than written response; still some students found the journal a valuable way to communicate one-on-one with the instructor. The journals did not hold the same value for all students, though the journals were perceived by all students as a safe environment in which to vent frustrations and explore feelings. Some students seemed to lack an understanding of reflection and never went beyond a literal level in their journals. Based on the findings, the following conclusions are suggested: (1) the dialogue journal has the capability to allow both the preservice teacher and teacher educator to work together closely; (2) trust is an important element in the collaboration between teacher educator and student; (3) students need a definition of reflection and should be taught how to use reflection in their journals; and (4) the dialogue journal provides an important voice for the preservice teacher to share thoughts one-on-one with an interested listener. Specific recommendations and suggestions for using dialogue journals are included. (Contains 33 references.) (ND)

ED 387 479 SP 036 262

McFarland, Katherine; Batten, Constance
Using Qualitative Observation To Document Group Processes in
Accelerated Schools Training: Techniques and Results.
PUB DATE- 92

ED 387 497 TM 023 600

Taylor, Catherine S.; Nolen, Susan Bobbitt
A Question of Validity: A Model for Teacher Training in Assessment.
PUB DATE- Apr 95
NOTE- 52p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Course Evaluation; *Educational Assessment; Education Majors; Higher Education; Instructional Effectiveness; Models; *Portfolios (Background Materials); Reliability; Self Evaluation (Individuals); *Teacher Education; Teaching Methods; Test Construction; Training; *Validity
IDENTIFIERS- *Preservice Teachers

An assessment course for teachers is described that uses validity as the primary focus. Five dimensions of validity for classroom-based assessments are highlighted in a course that relies on the use of a process portfolio. The five dimensions are: (1) looking at the content of the assessment in relation to the content of the domain of reference; (2) probing the ways in which individuals respond to the items or tasks and examining the relationships among responses to the tasks and items; (3) investigating differences in assessment processes and structures over time, across groups and settings, in response to instructional interventions; (4) surveying relationships between assessments and other measures or background variables; and (5) tracing the social consequences of interpreting and using test scores. Excerpts from the self-evaluation of 1 cohort of 27 preservice teachers are presented to show the substantive nature of their learning about validity and reliability that resulted from using this instructional model. Results are also presented from studies comparing students who had more traditional assessment courses with those who were in the portfolio course. Study 1 compared course evaluations across teaching faculty for the two versions of the course for 8 instructors for the traditional course and 3 for the portfolio course. Study 2 involved analyses of data from surveys completed by 73 teacher education students, and Study 3 examined exit surveys from 280 students in the teacher education program. Results of all three studies supported the relevance and usefulness of the portfolio course and its focus on validity. Ten tables present study data. (Contains 24 references.) (SLD)

ED 387 498 TM 023 604

Reisetter, Marcya F.; Fager, Jennifer J.
Assessing the Effectiveness of the Beginning Teacher from a Constructivist Perspective.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

ED 387 517 TM 023 752

Fetterman, David M.
Empowerment Evaluation: A Form of Self-Evaluation.
PUB DATE- Apr 95
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Evaluation Methods; Evaluation Utilization; Program Evaluation; Program Improvement; Qualitative Research; *Research Methodology; Self Determination; *Self Evaluation (Groups); *Training
IDENTIFIERS- *Empowerment

Empowerment evaluation is an innovative approach that uses evaluation concepts and techniques to foster improvement and self-determination. Empowerment evaluation employs qualitative and quantitative methodologies. Although it can be applied to individuals and organizations, the usual focus is on programs. The value orientation of empowerment evaluation is unambiguous because it is designed to help people help themselves using a form of self-evaluation and reflection. As a result, it is necessarily a collaborative group activity. Training, facilitation, advocacy, illumination, and liberation are facets of empowerment evaluation. There are also several pragmatic steps in helping others learn to evaluate their own programs: (1) taking stock; (2) focusing on establishing goals; (3) developing strategies and helping participants determine their own strategies to accomplish program goals and objectives; and (4) helping program participants determine the type of evidence required to document progress. Empowerment evaluation is creating a new niche in the landscape of evaluation. It is political because it has an empowerment agenda and a bias for the disenfranchised, but it can be used to help anyone with a desire for self-determination. (Contains 47 references.) (SLD)

ED 387 518 TM 023 766

Ferrara, F. Felicia
Personnel Selection Procedures as a Function of Sample Size, Cut Scores, and Quartile Ranking.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Cutting Scores; Job Applicants; *Personnel Selection; *Sample Size; Scores; Scoring; Simulation; *Test Results
IDENTIFIERS- *Quartile Ranking

Cut scores, quartile ranking, sample size, and overall classification scheme were studied as personnel selection procedures in two samples. The first was 120 simulated observations of employee scores based on actual selection procedures for applicants for administrative assistant positions. The other sample was composed of test results for 73 applicants for a municipality staff assistant position. It was

ED 387 538 TM 024 115

Pliska, Ann-Maureen
Implementation of Strategic Planning: Teaching and Learning Issues in a State Policy Mandate.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Jul 94
NOTE- 21p.; Paper presented at the Annual Institute of the Center for Research on Educational Accountability and Teacher Evaluation (CREATE) (3rd, Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Support; Educational Planning; *Educational Policy; Elementary Secondary Education; *Graduation Requirements; *Outcomes of Education; Political Influences; Program Implementation; School Districts; State Legislation; *State Programs; *Strategic Planning
IDENTIFIERS- *Pennsylvania

Among the recent changes to existing Pennsylvania state education regulations was the change from Carnegie units, or time spent in the classroom, as a requirement for graduation to mastery of student learning outcomes as a requirement for graduation. Once the changes became law, school districts became responsible for designing outcomes that fit their district profiles but that were in accord with the outcomes designed by the state. Districts were grouped into three phases for implementation, with the phase-one districts required to submit strategic plans by September 30, 1994. This paper documents the strategic planning in process for one phase-one school district. It provides a snapshot of some of the issues based on observation and interviews with the strategic planning coordinator, two parent representatives, and external university-based planners. Political issues, a lack of comfort with the university-based planning team, overall community support, inadequacies in existing facilities, and finances are issues with which the planners must struggle. (Contains 1 reference.) (SLD)

ED 387 539 TM 024 118

The Fact Book, 1993-94. A Statistical Handbook.
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; Dropouts; *Educational Finance; Educational Trends; *Elementary Secondary Education; *Enrollment; Expenditures; High School Graduates; Income; Institutional Characteristics; Private Schools; Public Libraries; Public Schools; Racial Composition; *School Statistics; Special Education; *Student Characteristics; Tables (Data); *Teacher Characteristics; Trend Analysis; Vocational Education
IDENTIFIERS- *Maryland

Statistics related to education in Maryland are presented in this booklet of tables. The first chart presents some selected statistics about the educational community in the whole state. In 1993-94, the education budget was approximately $4.66 billion, and the estimated cost per pupil was $6,250. Public school enrollment in 1993 was 771,377 and private school enrollment was 151,481. Other tables present information about author, and notables in various fields, ranging from former President Jimmy Carter to Bishop Desmond Tutu. The stories represent examples of kindness, inspiration, and support and emphasize specific educational or guidance techniques in hopes that readers might be inspired to emulate successful approaches. (SLD)

ED 387 559 UD 030 623

Smith, Michael Peter, Ed.; Feagin, Joe R., Ed.
The Bubbling Cauldron. Race, Ethnicity, and the Urban Crisis.
PUB DATE- 95
NOTE- 367p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Asian Americans; Blacks; Democracy; Disadvantaged Youth; Elementary Secondary Education; *Ethnicity; Higher Education; Immigrants; *Mexican Americans; *Multicultural Education; *Racial Differences; Racial Discrimination; Racial Identification; *School Desegregation; Social Mobility; *Urban Schools; Vietnamese People
IDENTIFIERS- Empowerment; Social Construction

The essays in this collection provide a background for discussions about multiculturalism, cultural politics, and urban crises by illustrating the ways in which race is still a central source of meaning, identity, and power and why it is intensifying as a category, rather than diminishing. Selections include: (1) "Putting 'Race' in Its Place" (Michael Peter Smith and Joe R. Feagin); (2) "Dictatorship, Democracy, and Difference: The Historical Construction of Racial Identity" (Howard Winant); (3) "Who Are the 'Good Guys'? The Social Construction of the Vietnamese 'Other'" (Michael Peter Smith and Bernadette Tarallo); (4) "The Rising Significance of Status in U.S. Race Relations" (Martin Sanchez Jankowski); (5) "African American Entrepreneurship and Racial Discrimination: A Southern Metropolitan Case" (Michael Hodge and Joe R. Feagin); (6) "Black Ghettoization and Social Mobility" (Norman Fainstein); (7) "Historical Footprints: The Legacy of the School Desegregation Pioneers" (Leslie Baham Inniss); (8) "Retreat from Equal Opportunity? The Case of Affirmative Action" (Cedric Herring and Sharon M. Collins); (9) "Demobilization in the New Black Political Regime: Ideological Capitulation and Radical Failure in the Postsegregation Era" (Adolph Reed Jr.); (10) "The Real 'New World Order': The Globalization of Racial and Ethnic Relations in the Late Twentieth Century" (Nestor P. Rodriguez); (11) "The Effects of Transnational Culture, Economy, and Migration on Mixed Identity in Oaxacalifornia" (Michael Kearney); (12) "Models of Immigrant Integration in France and the United States: Signs of Convergence?" (Sophie Body-Gendrot); (13) "When the Melting Pot Boils Over: The Irish, Jews, Blacks, and Koreans of New York" (Roger Waldinger); (14) "Beyond 'Politics by Other Means'? Empowerment Strategies for Los Angeles' Asian Pacific Community" (Harold Brackman and Steven P. Erie); (15) "Political Capital and the Social Reproduction of Inequality in a Mexican Origin Community in Arizona" (Edward Murguia); and (16) "The Continuing Legacy of Discrimination in Southern Communities" (James W. Button). (SLD)

ED 387 560 UD 030 624

Fibkins, William L.
The Empowering School. Getting Everyone on Board To Help

the resource book are intended to help urban practitioners, policymakers, and others in efforts to develop and implement school-linked and community-based integrated services. The resource book includes: (1) short biographies of four expert commentators in the audio journal; (2) descriptions of five program sites featured in the audio journal; (3) a list of 13 resource organizations; (4) a list of 20 resource articles, books, and audiotapes; (5) a list of five on-line networks and databases; (6) a list of four foundations supporting research into integrated activities; and (7) a selected listing of 17 promising school-linked and community based, integrated service models from across the country. (SLD)

ED 387 581 UD 030 647

Promising Programs and Practices in Multicultural Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Curriculum Development; *Educational Practices; Elementary Secondary Education; *Multicultural Education; Professional Development; Program Descriptions; *Program Development; School Restructuring; *Urban Education; Urban Schools

The North Central Regional Educational Laboratory has developed principles for culturally responsive education, along with a series of tools to help educators respond to the needs of students from a variety of cultural backgrounds. This selective listing of promising programs and practices has been developed to provide examples of professional development programs, school-based initiatives, and other efforts to implement culturally responsive education. The listing will help educators reflect upon, adapt, and restructure their own educational programs to serve an increasingly diverse student population. Program and practice descriptions are grouped into the following sections: (1) five professional development programs; (2) 11 school initiatives; (3) eight curricular and instructional programs and practices; and (4) 10 resource organizations. (SLD)

ED 387 582 UD 030 648

Walker, B. J., Ed.
Saving City Kids.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Delinquency; Educational Change; *Educational Research; Elementary Secondary Education; *Prevention; Program Descriptions; Program Development; *School Restructuring; School Role; School Security; Urban Education; *Urban Schools; Victims of Crime; *Violence

"Cityschools" reports on research regarding the transformation of urban schools to make this research more accessible to practitioners in urban classrooms. This theme issue focuses on of their classroom management beliefs and practices. Using preliminary data analysis based on partial data collection, the primary objective of this study was to investigate relationships between classroom management style and particular teacher personality characteristics. A second objective was to further substantiate the construct validity of the ICMS. Data were collected from 106 subjects via a revised version of the ICMs, the Locus of Control Scale for Teachers, selected subscales of the 16 Personality Factor Questionnaire (16PF), and demographics. Beliefs were classified on a continuum that reflected the degree of teacher power over students and categorized beliefs into three segments-non-interventionist, interactionalist, and interventionist. The results found that, contrary to hypothesis, interventionist teachers did not score significantly higher in the Impression Management Sub-Scale of the 16PF, and did not score significantly more external on the Locus of Control Scale for Teachers. In addition, only one personality variable, Openness to Change, revealed a significant relationship to classroom management style. Teachers who were open to change were less interventionist and more likely to initiate change. (Contains 17 references.) (JB)

ED 387 462 SP 036 232

Lieberman, Myron; And Others
The NEA and AFT: Teacher Unions in Power and Politics.
PUB DATE- 94
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Futures (of Society); Labor Legislation; *Labor Relations; *Mergers; Organizations (Groups); *Politics of Education; *Teacher Associations; Teachers; *Unions
IDENTIFIERS- *American Federation of Teachers; *National Education Association; State Education Associations

This book describes the structure, operations, and influences of teacher unions, especially the National Education Association (NEA) and the American Federation of Teachers (AFT). There is a belief that an NEA/AFT merger will take place in the 1990s, and that the emergence of strong teacher unions is an important development in education, the labor movement, the economy, and American politics. The book consists of nine chapters. Chapter 1 is an introduction to the two unions and a discussion of perspectives on teacher unions. Chapter 2 describes the organizational structure of the NEA, the AFT, and state and local associations. Chapter 3 reviews the revenues and expenditures of the NEA and the AFT. Chapter 4 is a discussion of teacher unions organization for political action. Chapter 5 presents three case studies of teacher union political operations. Chapter 6 outlines NEA and AFT member benefit programs. Chapters 7 through 9 discuss the NEA/AFT merger including historical perspectives, issues to be addressed such as professionalism, secret ballot, and minority participation, and the implications of the merger from other labor perspectives. Chapter 10 looks at the future of teacher unions. Appendices include: New Business Item 1993-A and 1993-B from the NEA 1993 Annual Convention; the NEA Charter; the NEA and AFT Constitutions; NEA 1992 Interview Team Worksheet; and a summary of the Labor-Management Repertory and Disclosure Act. (Contains 78 references.) (ND)

NOTE- 34p.; Paper presented at the Annual Conference of the Southwest Educational Research Association (Houston, TX, January 30-February 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College School Cooperation; Elementary Secondary Education; *Group Discussion; *Group Dynamics; Higher Education; *Observational Learning; *Participant Observation; Problem Solving; Research Methodology; Training Methods
IDENTIFIERS- *Accelerated Schools; *Observational Studies; Observation Techniques

This paper describes the use of qualitative observation techniques for gathering and analyzing data related to group processes during an Accelerated Schools Model training session. The purposes for this research were to observe the training process in order better to facilitate present continuation and future training, to develop questions for future study, to study hypotheses derived from the literature, and then to relate these findings to the implementation and impact of the Accelerated Schools Model Training. Participants were from 13 schools with 7 collaborative universities; there were 8 observers. Observers were told to observe the process within the groups only and not to become involved in the discussions or to evaluate or judge. The resulting data were divided into eight categories: brainstorming, taking stock, stumbling blocks to group process, perceived problems, proposed suggestions, visualization, making decisions, and timeline. Two case studies are analyzed in detail using these categories. Suggestions for future implementation of the model include: (1) observation of the teams in session; (2) research questions developed a priori by the trainer/facilitator to bring focus to daily observations; (3) collaboration between the trainer/facilitator and the participant observer, which continues through the training on a regular basis; (4) verification of reliability of the observed activities through audio or video recordings to support further interpretive research; and (5) use of emic and etic classification by observers. Finally, the study indicates that the methodology employed has the potential for more effective implementation of training. Specifically, the eight categories forced the trainers/observers to focus upon important dimensions that may illuminate previously unobserved or latent obstacles to effective group activities and interaction. (Contains 12 references.) (ND)

ED 387 480 SP 036 263

Britsch, Barbara M.; Dennison-Tansey, Amy
One Voice: Music and Stories in the Classroom.
PUB DATE- 95
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Books; Class Activities; *Creative Activities; Elementary Education; *Group Activities; *Imagination; Interdisciplinary Approach; *Music Activities; Musical Instruments; *Music Appreciation; Music Education; *Story Telling
IDENTIFIERS- Book Production

This book offers teachers a practical and theoretical classroom

DESCRIPTORS- *Beginning Teachers; *Constructivism (Learning); *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Higher Education; Models; Outcomes of Education; Portfolios (Background Materials); Student Evaluation; Teacher Education; Teacher Effectiveness; *Teacher Evaluation

IDENTIFIERS- South Dakota State University

A goals-based assessment program consistent with constructivist principles that is used to evaluate the effectiveness of the beginning teacher is described, and a prototype is presented that can be used in related settings. The constructivist view of learning sees the learner as actively involved in the construction of his or her own representations of knowledge. Such an approach implies a comprehensive view of assessment as a developmental process and the basis for instructional decision making. The teacher preparation program at South Dakota State University includes coursework organized in three professional semesters that include integrated coursework and practical experiences in local schools. Five instruments, including a portfolio assessment, were designed to assess multiple dimensions of student performance using constructivist approaches. Emphasis is placed on the achievement of significant outcomes, identified as program goals, by using a holistic, coherent, and multifaceted approach to the assessment of effective teaching through the five developed instruments. (Contains 23 references.) (SLD)

ED 387 499 TM 023 614

Lix, Lisa M.; And Others

Analyzing Multivariate Repeated Measures Designs When Covariance Matrices Are Heterogeneous.

PUB DATE- Apr 95

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Hypothesis Testing; *Multivariate Analysis; Robustness (Statistics); *Sample Size

IDENTIFIERS- Covariance Matrices; Heterogeneity of Variance; *Heteroscedasticity (Statistics); *Repeated Measures Design

Methods for the analysis of within-subjects effects in multivariate groups by trials repeated measures designs are considered in the presence of heteroscedasticity of the group variance-covariance matrices and multivariate nonnormality. Under a doubly multivariate model approach to hypothesis testing, within-subjects main and interaction effect procedures are largely robust to the effects of heteroscedasticity when group sizes are equal, even when the data are nonnormal. However, these tests are highly sensitive to the effects of covariance heterogeneity when the design is unbalanced. An approximate degrees of freedom multivariate statistic given by Johansen (1980) is shown to be largely robust to the combined effects of these assumption violations for unbalanced designs, provided that the smallest of the group sizes is sufficiently larger than the product of the number of dependent variables times the number of repeated measurements minus one. (Contains 30 references and 7 tables.) (Author)

ED 387 500 TM 023 627

apparent that overall ranking candidates may result in loss in cost and staff time, since about 28% of applicants were found to be misclassified in this study. Although arbitrary sample sizes did not appear to affect the classification of an individual candidate, cut score variation did result in significant changes in classification. When cut score changes as small as five points were made, reclassification of candidates did occur. Because of vulnerability to litigation, many companies have turned to rank ordering employees and selecting a specific top portion. However, employer vulnerability still exists with regard to methods used in setting cut scores and classifying candidates. Five tables and two figures illustrate various types of classification. (Contains 13 references.) (SLD)

ED 387 519 TM 023 792

Saturnelli, Annette Miele; Repa, J. Theodore
Alternative Forms of Assessment in Elementary Science: The Interactive Effects of Reading, Race, Economic Level and the Elementary Science Specialist on Hands-On and Multiple-Choice Assessment of Science Process Skills.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cultural Differences; *Educational Assessment; Educationally Disadvantaged; *Elementary School Students; Ethnicity; Grade 4; Hands on Science; Intermediate Grades; *Learning; Manipulative Materials; Multiple Choice Tests; Poverty; Racial Differences; Reading Achievement; *Science Process Skills; Science Teachers; Science Tests; Sex Differences; Socioeconomic Status; *Test Construction; Test Reliability; Urban Schools
IDENTIFIERS- *Alternative Assessment; Elementary Science Program Evaluation Test NY; New York City Board of Education; *Performance Based Evaluation

The specific focus of this research was to determine how the outcomes on two alternative forms of assessment (multiple-choice and hands-on/manipulative) for science process skills were related when students were grouped on the basis of sex, race/ethnicity, and poverty level. Subjects were 1,381 fourth graders in a culturally diverse city school district in New York state. Also explored was the relationship between the reading scores of students and their scores on the two alternative science assessments and the effect of the presence of an elementary science specialist on the student scores. The reliability of New York's Elementary Science Program Evaluation Test (ESPET) was also considered. All students performed better on the hands-on test, and the traditional gap associated with socioeconomic or racial/ethnic status was reduced by the hands-on test. Economic status appeared to have an effect on science achievement, and reading had a greater effect than poverty on science achievement. Results supported the reliability of the ESPET, but did not support the importance of an elementary science specialist to student achievement. Results show that all students can learn science given appropriate instruction. Thirteen tables and 17 figures present study findings. (Contains 48 references.) (SLD) student characteristics, including the racial composition of the student body. Dropout and graduation rates are summarized, and information is given on such outcomes as standardized test results. The public school students of Maryland are served by 45,168 teachers. Information is presented about teacher educational background and characteristics. Other tables present information about educational finance in Maryland. The booklet provides information about specific educational areas, including special education and vocational education. Some data are summarized about services related to education, such as public libraries and food service programs. One table ranks Maryland among the states on a number of indicators. A list of additional resources is presented. In all, there are 2 figures, 34 tables, and a list of resources and services at the Maryland Department of Education. (SLD)

ED 387 540 UD 029 573

Homelessness: The Foster Care Connection.
PUB DATE- Aug 93
NOTE- 9p.; ICP report No. 1 is unnumbered; no. 2 is designated "Vol 1, iss. 2"; no. 3 is "vol. 1, iss. 3"; no. 4 is "vol. 2., iss. 1"; no. 5 is "ICP Report 5." ICP is a project of Homes for the Homeless.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Child Abuse; Child Neglect; *Children; Elementary Secondary Education; Family Problems; *Foster Care; *Homeless People; *Housing Needs; Low Income Groups; Models; *Parent Background; Poverty; Prevention; Substance Abuse
IDENTIFIERS- *Crisis Child Care; *Family Preservation Services; New York (New York)

Roughly 600,000 families are homeless today in America, while over 2.7 million children are in foster care or out-of-home placements. Few policymakers have examined these issues together, or understood that they are interrelated and must be addressed jointly to break the cycle of family disintegration, violence, and poverty. A recent survey by the Institute for Children and Poverty suggests that of the entire homeless population about 2,000 families in New York City may have children at risk of abuse or neglect, and over 1,200 are likely already to have children in foster care. It is families where the heads of households grew up in foster care who are at greatest risk of dissolution. The Prospect Family Crisis Nursery is an example of a family preservation program designed to meet the needs of these at-risk families. Parents may leave their children for up to 72 hours per visit up to 30 days per year without legal separation from them. The child is cared for safely at the crisis nursery while the parent can address immediate problems. The Together in Emotional Strength (TIES) program is another family preservation initiative of family services targeting substance abuse in particular. Prevention models like these offer possible solutions by regarding homelessness as more than simply a housing issue. One figure, one table, and one graph present information on homeless families. (Contains 2 references.) (SLD)

ED 387 541 UD 030 597

Eichenlaub, John L., Jr.
In Search of a Multicultural School: A Study of Cuyahoga County Suburban School Districts.

Teenagers.
PUB DATE- 95
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Community Involvement; Cooperation; *Disadvantaged Youth; Educational Objectives; Identification; *Integrated Services; Intervention; *Needs Assessment; Parent Participation; Peer Influence; Program Development; Secondary Education; *Social Services
IDENTIFIERS- Caring; *Empowerment; Goal Setting

How to build and support the Empowering School is explained. The Empowering School is one in which caring adults empower students to learn to hold meaningful jobs, to enjoy close relationships with caring adults, and to learn to communicate in positive ways. The Empowering School is also a center for social service. Part 1 of this book describes the problems teens face through real stories about teenagers in crisis. Part 2 discusses creating the Empowering School with step-by-step instructions for: (1) establishing the Empowering School team; (2) assessing the school's needs; (3) setting goals; (4) selecting the facilitator; (5) developing the program according to the school's needs; (6) training the team; and (7) putting the plan into action. Parent and community participation and peer helping programs are components of the Empowering School. Appendix A contains the handouts for assessment and training. Appendix B presents six related sample programs for smoking cessation, alcohol abuse, identification of and intervention with addicted students, eating disorders, alternative schools, and school crisis. Appendix C presents a sample proposal. (SLD)

ED 387 561 UD 030 625

Heyck, Denis Lynn Daly
Barrios and Borderlands. Cultures of Latinos and Latinas in the United States.
PUB DATE- 94
NOTE- 503p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; *Ethnicity; Family Characteristics; Fine Arts; *Hispanic Americans; Immigration; Interviews; *Latin American Culture; Latin American Literature; *Literature; Oral History; Racial Identification; Religious Cultural Groups
IDENTIFIERS- *Barrios; Latinas; *Latinos

This anthology of creative works and essays paints a portrait of the rich and complex mixture of Latino cultures in the United States. The collection is broadly inclusive in terms of genre, discipline, and ethnicity and is intended for readers interested in any or all of the major aspects of Latino culture. The book is organized around six cultural themes: (1) family; (2) religion; (3) community; (4) the arts; (5) immigration, migration, and exile; and (6) cultural identity. Readings include short stories, poems, essays, excerpts from novels, a play, photographs, and a few songs and recipes. A special feature is the inclusion of interviews and oral histories of Latinos from diverse walks of life and youth violence, exploring how some schools, families, and communities are working together to organize their resources and to design strategies to fight violence. Although research in this area is sparse, programs for reducing violence are not. The following articles examine issues related to violence and its prevention: (1) "Saving City Kids: The Role of Schools and Communities" (Michael Suntag); (2) "As I See It: Children, Violence, and Mythology" (Bernardine Dohrn); (3) "From 'Just in Time' to 'All the Time': How Community Charters Can Serve Children Better" (Ron W. Garrison); (4) "To Learn in Peace: What Schools Are Trying Now" (Susan Klonsky); (5) "Communities Fighting for Peace" (Dolores Briones and Aurelio Huertas Jr.); (6) "CITYSCHOOLS Profile: Juan Sanchez, Researcher/Activist" (Judy Taylor); (7) "CITYSCHOOLS PolicyNote: Revisiting Title I" (Genevieve Sedlack and Aurelio Huertas Jr.); and (8) "And Still There Is No Peace: D.C. Moves against School Violence" (Michelle L. Moore). A sidebar lists 15 sources on youth violence, and a violence prevention resource primer lists 27 resource organizations and programs. (SLD)

ED 387 583 UD 030 649

Prewitt Diaz, Joseph O.
The Psychology of Puerto Rican Migration.
PUB DATE- Jan 94
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjustment (to Environment); Cultural Background; Cultural Differences; Elementary Secondary Education; Hispanic Americans; *Immigrants; *Migration; Migration Patterns; Personality Traits; *Psychology; Puerto Rican Culture; *Puerto Ricans; United States History

The psychology of the Puerto Rican migrant to the United States mainland is explored. Puerto Ricans have been migrating to the U.S. mainland and returning to Puerto Rico for more than 125 years, and, in fact, approximately 57% of all Puerto Ricans have migrated at one time or another. The migrant experience, including the circular migration experienced by many Puerto Ricans, has been recorded in popular Puerto Rican literature. "Impressionistic" data from informal interviews has confirmed the patterns of migration depicted in literature. Five stages of migration are identified as: (1) the anticipation before migration; (2) the act of migration; (3) overcompensation in the early period following migration; (4) decompensation after the initial period of euphoria; and (5) eventual adaptation. The transgenerational impacts of migration are traced. Few, if any, Puerto Rican migrants have migrated alone; all exist in the context of Puerto Rican culture. An understanding of the psychology of migration and Puerto Rican culture is essential for the professional working with the Puerto Rican child. (Contains 33 references.) (SLD)

ED 387 584 UD 030 650

Mayer, Susan E.; Jencks, Christopher
Has Poverty Really Increased among Children since 1970? Working Papers.
SPONS. AGENCY- American Academy of Arts and Sciences, Boston, Mass.
PUB DATE- 94
NOTE- 42p.; Support for work on measurement of material well being was also provided by the Ford Foundation, the Russell

ED 387 463 SP 036 235

Klug, Beverly J.
Idaho US West Teams* Initiative Report: Teachers' Understandings of and Preparation for Working with Diverse Populations in Idaho.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Cultural Awareness; *Cultural Differences; Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Surveys; *Teacher Background; *Teacher Education Programs
IDENTIFIERS- *Educational Diversity; *Idaho

This report concerns the results of a study of perceptions of the need for training in multicultural education as part of teacher preparation programs for college students in Idaho. Graduate and undergraduate students (n=652) enrolled in the six teacher preparation programs throughout the state participated in the study. Participants were surveyed to determine their understanding of cultural diversity and the needs of students of diverse backgrounds. Analysis of data indicates that the majority of future teachers are very confident of their teaching abilities, feel that it is the students' responsibility to learn, and believe that teachers are too overburdened by the curriculum to attend to individual learning needs. At the same time, these individuals have had none or very limited experience with ethnically diverse populations. Perceptions change with year in school and age as factors. Recommendations based on the findings include: placing future teachers in educational settings with students culturally different from themselves; establishing courses that specifically address the needs of diverse learners in teacher preparation programs, followed by the use of the infusion model throughout the teacher preparation program; and encouraging professors to articulate the needs of diverse populations and to understand how the information they are imparting will assist students in becoming better teachers. (Contains 16 references, 11 tables, and the undergraduate student questionnaire.) (ND)

ED 387 464 SP 036 238

Rofes, Eric
AIDS Education under Democracy: Gay Men, Sexual Dissent, and the Limits of Prevention.
PUB DATE- 22 Apr 95
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adults; Community Education; Democratic Values; *Disease Control; *Educational Philosophy; Epidemiology; *Health Education; Health Promotion; *Homosexuality; Males; Minority Groups; *Prevention; Public Health; Sexuality; Teaching Models
IDENTIFIERS- Freire (Paulo); *Sexually Transmitted Diseases

This paper reviews past and current Acquired Immune Deficiency guide to the many ways music and stories may be explored, both independently and in tandem, to give students a better understanding and appreciation of each art form separately and of their power together. The crucial aspect of activities described in the book is original productions by students, empowering students to experience the imaginative possibilities of music and storytelling. The publication is divided into two parts. Part I, chapters 1 through 4, covers a general response to stories and music, the basic elements and organization and structure of stories and music, and activities stressing imagination exploring these art forms. Each chapter begins with an introduction to the chapter's theme, followed by a series of story activities generally arranged by age and complexity. Next are musical activities in the same arrangement. These chapters each culminate with a group of collaborative activities that integrate stories and music. Part II, chapters 5 and 6, contains instructions on making instruments and books in the classroom. The appendixes provide extensive bibliographies on storytelling, picture books, music, making instruments, and making books; a discography; a list of sources for instruments, books, and recordings; and a glossary of literary elements, literary terms, and music terms. (Contains 360 references.) (ND)

ED 387 481 SP 036 265

Mentor Teacher Internship Program, 1993-94. OER Report.
PUB DATE- 1 Aug 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teacher Induction; Classroom Techniques; Elementary Secondary Education; Inservice Teacher Education; Internship Programs; *Mentors; *Program Effectiveness; *Program Evaluation; Program Implementation; *Teacher Interns; Teacher Persistence
IDENTIFIERS- Experienced Teachers; New York City Board of Education; *New York State Mentor Teacher Internship Program; *Protege Mentor Relationship; United Federation of Teachers

The Mentor Teacher Internship Program (MTIP), a program designed to pair experienced mentor teachers with newly hired uncertified teachers, was evaluated for 1993-94. The purpose of the program is to provide non-evaluative and confidential collegial support for the interns, enabling them to develop effective teaching methods and encouraging them to remain as teachers in New York City public schools. Survey questionnaires were sent to all 1,294 mentors, 2,613 interns, 41 district liaisons, 38 United Federation of Teacher (UFT, a collaborating partner in the project), district representatives, 68 principals, and 68 chapter leaders. In addition, evaluators reviewed a sample of mentors' activity logs. Results found that overall interns were quite satisfied with the help they received. Other findings include the following: (1) mentor most often shared information, products, and encouraged deliberation of options on coaching their interns; (2) instructional strategies and classroom management were typically the focus o the mentor-intern conferences; (3) interns felt that they particularly benefited from the discussion of professional practices with their mentors and from mentors' encouragement and support. Overall results indicated that the program had accomplished its major goals. Includes specific recommendations based on the evaluation. (JB)

ED 387 482 SP 036 266

Witt, Elizabeth A.
Issues in Constructing an Analytic Scoring Scale for a Writing Assessment.
PUB DATE- Apr 95
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Holistic Evaluation; *Scores; Student Evaluation; Test Bias; *Test Construction; Writing (Composition); *Writing Evaluation
IDENTIFIERS- *Analytic Scoring; *Iowa Writing Assessment; Topic Selection; Writing Test Prompts

Analytic scoring was added to the 1994 Iowa Writing Assessment as a complement to focused holistic scoring. Four trait scores are provided: ideas/content, organization, voice, and conventions. Scoring protocols were developed on the basis of students' actual writing samples, with particular attention to factors affecting the fairness and objectivity of the scoring process. Challenges encountered in the construction of the protocols raised a number of issues regarding the definition of analytic traits, prompt-related problems, and topic-trait interactions. For example, the relative importance of each trait was found to vary with the specific topic, so that a student's choice of topic has a greater impact on analytic scoring than on focused holistic scoring. Furthermore, the particular manifestation of each trait that leads to a successful performance was sometimes found to vary with the topic, prompt, or mode. This paper describes these and other issues and explains how they were dealt with in constructing the protocols; suggestions are made for modifying prompts to enhance fairness in future writing assessments. (Contains 11 references, 1 table, and 2 appendixes giving prompt descriptions and scoring protocols.) (Author)

ED 387 501 TM 023 637

Kino, Mary M.; And Others
Differential Objective Function.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Analysis of Variance; Demography; Difficulty Level; Estimation (Mathematics); Ethnicity; Grade 8; *Identification; *Item Bias; Item Response Theory; Junior High Schools; *Mathematics Tests; Profiles; *Scores; Sex Differences; *Test Items
IDENTIFIERS- *Connecticut Mastery Testing Program; *Differential Objective Function

Item response theory (IRT) has been used extensively to study differential item functioning (dif) and to identify potentially biased items. The use of IRT for diagnostic purposes is less prevalent and has received comparatively less attention. This study addressed differential objective function (dof) to identify potentially biased content units. IRT was used to estimate person abilities and item difficulties, which were

ED 387 520 TM 023 814

Wainer, Howard
A Study of Display Methods for NAEP Results: I. Tables. Program Statistics Research. Technical Report No. 95-1.
PUB DATE- Mar 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Data Analysis; Information Dissemination; *Information Utilization; National Surveys; *Tables (Data); Test Construction; *Test Results; Test Use
IDENTIFIERS- *Data Display; *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an enormous and enormously ambitious project. It generates data of a richness and complexity beyond any simple survey. The broad utilization of the information it provides can be aided through the use of more evocative data displays. In this report, the uses to which data tables are put is examined, and ways are suggested in which the construction of tables can be modified to enable them to carry out their roles more efficaciously. A theoretical structure is also discussed to aid in the development of test items to tap students' proficiency in extracting information from tables. Five figures and 18 tables illustrate the discussion. (Contains 17 references.) (SLD)

ED 387 521 TM 023 815

Wainer, Howard
Depicting Error. Program Statistics Research. Technical Report No. 95-2.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Communication (Thought Transfer); Data Analysis; *Information Dissemination; National Surveys; *Tables (Data)
IDENTIFIERS- Data Display; *Error Detection; *Error Reports; National Assessment of Educational Progress

Communicating data without some measure of their precision can lead to misinterpretation and incorrect inferences. Several conventions for displaying error along with the data they modify are described and illustrated. Alternatives are offered that seem to provide improvements in the effective communication of error as well as increasing their ease, and hence their likelihood of use. These alternatives are illustrated principally with data from the National Assessment of Educational Progress. Sometimes, with tabular presentation, this involves calculating and displaying the appropriate error terms for the most likely uses of the data. In other situations, it means making the precision an integral part of the display. Two tables and 14 figures illustrate the discussion. (Contains 22 references.) (Author/SLD)

ED 387 522 TM 023 816

Mislevy, Robert J.
What Can We Learn from International Assessments?

PUB DATE- Nov 92

NOTE- 27p.; Paper presented at the Annual Midwest Conference of the Comparative and International Education Society (Cleveland, OH, November 13-14, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Awareness; Cultural Differences; *Cultural Pluralism; *Educational Policy; Educational Practices; Elementary Secondary Education; *Equal Education; Instructional Materials; *Minority Groups; *Multicultural Education; Parent Participation; Racial Composition; School Districts; *Suburban Schools

IDENTIFIERS- *Ohio (Cuyahoga County); School Culture

Whether the suburban schools districts surrounding Cleveland (Ohio) can be characterized as multicultural in terms of their policies, and, by implication, their practices, was studied through analysis of school district annual reports from 14 districts. The percentage of minority students ranged from 1.9 percent in the Cuyahoga Heights district to 51.5 percent in Shaker Heights. Each district's report was examined for the existence of a defined multicultural policy; a policy for parent involvement; an instructional policy reflecting cultural sensitivity and equity in selection of textbooks, instructional materials, and instructional practices; and the degree to which school culture reflected the student body culture as measured by the comparison of student body composition and staff racial composition. None of the districts scored well on all the criteria, and only two scored well on more than one criterion. No school district among those studied could be said to have more than half embraced the ideals of multicultural education, cultural diversity, or pluralism. A list of 28 data sources is included. Appendix A presents the geographic distribution of the districts in table form. Appendix B contains a table of the evaluation schedule and a table of student and staff minority distributions. Appendix C lists 10 characteristics of the multicultural school. (SLD)

ED 387 542 UD 030 598

Jubilation! African American Celebrations in the Southeast. An Educator's Guide.

SPONS. AGENCY- Hitachi Foundation, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 93

NOTE- 60p.; Support also received from NationsBank. Photographs may not copy well.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Black Culture; *Black History; *Black Students; *Community Development; Cultural Activities; *Cultural Awareness; Curriculum Development; Elementary Secondary Education; Lesson Plans; Life Events; *Racial Identification; Self Concept

IDENTIFIERS- *African Americans; *Rites of Passage; United States (Southeast)

This guide is designed to help teachers incorporate African American history into the classroom curriculum. Designed to increase self-awareness and cultural sensitivity, the guide geographical areas. The selections highlight the fact that there are many Latino cultures in the United States, and they illustrate that Latino cultures are not an American problem, they are a cultural treasure. A chronology of Latino events is presented. An appendix contains six tables of statistics about Latinos, and a glossary defines relevant words. (Contains 36 references.) (SLD)

ED 387 562 UD 030 626

Ch'maj, Betty E. M., Ed.; And Others
Multicultural America: A Resource Book for Teachers of Humanities and American Studies. Syllabi, Essays, Projects, Bibliography.
PUB DATE- 93
NOTE- 394p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Studies; *Art Education; Artists; Course Content; *Course Descriptions; *Cultural Awareness; Cultural Differences; Educational Change; Elementary Secondary Education; Humanities Instruction; Literature Appreciation; *Multicultural Education; *Visual Arts

This book is grounded in the conviction that artists have a special capacity to illuminate differences when cultures clash, to expose the reasons for conflict, and to provide solutions to cultural clashes. The resources for teachers in the humanities and American studies that are listed include at least one art form in each syllabus or essay, concentrating on musical and visual materials since literature is so thoroughly covered elsewhere. Part 1 presents 19 course syllabi, for themselves, and as documents to measure change. These syllabi range from 1976 to 1992 and demonstrate the changing perspectives that can give teachers a wealth of ideas about the content of courses. Part 2 presents 15 essays on multiculturalism. The first section of essays, "Looking for Patterns," includes some discussions of specific assignments and projects. The second section, "From the Inside Out," focuses on personal experiences. Part 3 contains bibliographies and checklists on literary, visual, and musical materials for use in humanities classes. They include: (1) "Visual Arts and Multicultural America"; (2) "Multicultural American Arts: (3) "An American Videography"; (4) An American Musicography"; (5) A Bibliography of Multicultural Fictional Favorites"; and (6) "Lucy Lippard's Bibliography for 'Mixed Blessings'" (volume on art in a multicultural America). (SLD)

ED 387 563 UD 030 628

Greenberg, Keith Elliot
Runaways.
PUB DATE- 95
NOTE- 42p.; Photographs by Carol Halebian.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Disadvantaged Youth; *Family Problems; *Homeless People; Missing Children; Poverty; *Runaways; Social Problems; Social Services; Substance Abuse; Urban Problems; *Urban Youth; Youth Problems
IDENTIFIERS- Shelters; *Throwaway Children

Sage Foundation, and the Alfred Sloan Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; Child Welfare; Crime; Disadvantaged Youth; Elementary Secondary Education; Family Structure; Housing; Income; Low Income Groups; *Poverty; Social Change; *Sociocultural Patterns; Socioeconomic Status; Trend Analysis; *Urban Youth
IDENTIFIERS- *War on Poverty

After a century of fairly steady decline, the official poverty rate among American children increased from 14.0% in 1969 to 19.6% in 1989, suggesting that the United States is losing the war on poverty. However, once various defects in the official poverty measure are corrected, it appears that the proportion of children in households with income below the poverty line probably fell between 1969 and 1989 or between 1967 and 1991. Data from the Consumer Expenditure Survey support this claim, and direct measures of material hardship also indicate that things have not been worsening for the low income family, although housing and neighborhood crimes remain serious concerns. The findings suggest that the official poverty statistics are not a reliable guide to poverty in America as most Americans understand the term. Five possible explanations are advanced: (1) official price indices somewhat overstate inflation; (2) children's households include more nonrelatives, whose income is not counted when the Census Bureau decides whether a child is poor; (3) the growth of Food Stamps and rent subsidies during the 1970s raised poor children's material standard of living without raising their income; (4) affluent families' flight from central cities to suburbs made a lot of relatively modern central-city housing available to low-income parents who would not otherwise have been able to afford it; and (5) households with low reported incomes may have had more unreported income in 1989 than in 1969. Despite the spread of single-parent families and the decline in the earning power of unskilled workers, child poverty, as defined by low income, low consumption, and material deprivation, has probably remained constant or fallen slightly since 1969. (Contains 8 tables, 1 figure, and 25 references.) (SLD)

ED 387 585 UD 030 651

Jones, David R.
The Urban Agenda. A Selection of Columns Reprinted from the "New York Amsterdam News."
PUB DATE- Dec 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Agenda Setting; Budgets; Community Organizations; Educational Finance; Federal Government; Federal State Relationship; *Government Role; Health; Housing; Journalism; *Needs Assessment; *Social Problems; State Government; *Urban Areas; Urban Education
IDENTIFIERS- *Amsterdam News NY

David R. Jones shares his knowledge and experience and the research done by his organization, the Community Service Society of New York, in his twice monthly column in the "New York Amsterdam News," New York City's leading African American newsweekly. The column, "The Urban Agenda," explores practical options that can help resolve the pressing social problems of society and cities. A unifying idea is that city problems are

Syndrome (AIDS) education and prevention efforts, describes three specific phases of efforts, and analyzes AIDS education and prevention in relation to emancipatory models of education. First the paper reviews data measuring the transmission of Human Immunodeficiency Virus (HIV) among gay and bisexual men in the United States and critiques studies that found that gay men in epicenter cities had halted the spread of HIV. More recent data are presented showing increased unprotected sex among gay men and analyzing public response. Next the paper sketches HIV prevention programs that target gay and bisexual men: early pioneering work initiated by grassroots activities, first generation education programs launched in most cities from 1985 to 1990, and post-1990 responses to the dawning recognition of escalating incidence of unprotected sex. Finally, the paper raises questions about the "ownership" of HIV education and prevention programs by public health and social marketing professionals and criticizes the limited involvement by individuals in the education field. Following "gay liberation and queer theory" that have conceptualized gay men as a colonized population, the paper argues for emancipatory education based on the theories of Paulo Freire. Such education might offer important new possibilities for HIV prevention rooted in resistance, knowledge, and empowerment. (Contains 57 references.) (JB)

ED 387 465 SP 036 239

Grollman, Sharon; Brady, Joanne P.
Teaching Children Affected by Substance Abuse.
SPONS. AGENCY- Department of Education, Washington, DC.;
  Department of Health and Human Services, Washington, D.C.
PUB DATE- 94
NOTE- 72p.; This publication is accompanied by a video that
  illustrates many of the teaching practices in actual classrooms.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- At Risk Persons; *Children; *Classroom Techniques;
  Cooperative Learning; *Educational Environment; Elementary
  Education; Family School Relationship; *Prenatal Influences;
  Student Evaluation; *Substance Abuse; *Teaching Methods

This guide presents and describes six effective teaching strategies for use with children affected by substance abuse before birth. This introduction provides information on the scope of the problem and the educational implications. It is noted that even without intervention when the child is still very young, teachers can improve the educational prospects for children at risk. Educators have identified practices that help them to succeed in regular education settings. The six practices are: (1) creating a nurturing classroom environment; (2) encouraging cooperative learning; (3) facilitating transitions and minimizing distractions; (4) helping students manage their behavior; (5) assessing for educational progress; and (6) building home-school connections. Follow-up activities, found at the end of each section in the guide, indicate how to translate the key ideas into practice. The companion video illustrates many of these practices in actual classrooms. An annotated list of resources is included. (Contains 32 references.) (JB)

ED 387 466 SP 036 240

Jensen, Rita A.; And Others
Fear of the Known: Using Audio-Visual Technology as a Tool for Reflection in Teacher Education.
PUB DATE- Feb 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Childhood Education; Elementary Education; Evaluation Methods; Higher Education; *Informal Assessment; Microteaching; Practicums; *Preservice Teacher Education; *Reflective Teaching; *Self Evaluation (Individuals); Special Education; *Student Teachers; Student Teaching; Videotape Recordings
IDENTIFIERS- Preservice Teachers; *Reflection Process; Reflective Practice; *Video Technology

Even though videotape technology has been found to be an effective tool for evaluation of student teachers, this technology is often not used to assess performance in preservice clinical experiences. The purpose of this study was to explore the use of video technology as a tool for reflection in teacher education. In the study, student teachers and junior level field experience participants were required to videotape three teaching segments and to use those teaching samples as avenues for reflection and self-assessment. Students completed written evaluations after each videotape session as well as a Preservice Teacher Reflection and Self Analysis survey. To provide a focus for their reflection, students were asked to consider three skill groups: interpersonal skills; instructional management and organizational skills; and questioning skills. Study results suggested that preservice teachers' focused observations and reflections on their own teaching yield more reliable and helpful information than their attempts to self-assess their overall teaching competency. Student teachers tended to be more specific and descriptive in their self-assessment than did junior level practicum participants, and both groups demonstrated they were better at assessing their interpersonal skills and instructional management competencies than at assessing their use of questioning strategies. The results of this study support the use of audiovisual technology as a tool for reflection in teacher preparation and suggest that preservice teachers could benefit from more instruction and experience in videotaping, self assessment, reflection, and questioning strategies. Attached tables include: videotape flowchart, videotape self-assessment evaluation forms, and the Preservice Teacher Reflection and Self-Analysis survey form. (ND)

ED 387 483 SP 036 281

Summerfield, Liane M.
National Standards for School Health Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

used to compute residual objective scores. Residual objective scores were analyzed with analysis of variance using the independent variables gender and ethnicity. Data were from mathematics subtests from the 1992 Connecticut Mastery Test census administration of eighth graders and its database of approximately 32,000 Connecticut eighth graders. The examples illustrate how dof outcomes can be used to identify potentially biased content units, to provide diagnostic information at the content level, and to construct profiles of content-based performance for different demographic subgroups. Ten figures and two tables present analysis results. Two appendixes present dif statistics by demographic subgroup and item-level statistics for dof objectives in four tables. (Contains 11 references.) (Author/SLD)

ED 387 502 TM 023 638

Frymier, Jack
Determining Dropout Rates in Large City School Districts: Problems and Accomplishments.
PUB DATE- 18 Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; Databases; Data Collection; *Data Processing; *Definitions; Downloading; *Dropout Rate; Dropouts; High Schools; *High School Students; Research Methodology; Research Problems; *School Holding Power; *Urban Schools; Urban Youth

As part of an effort to reduce high school dropout rates in large city school districts, Phi Delta Kappa, the National Association of Secondary School Principals, the Council of Great City Schools, and a group of large city school districts undertook an effort to determine baseline statistics in high schools in large cities by using standardized definitions and procedures for identifying students who dropped out of school by name and characteristics. This paper describes some of the problems and accomplishments of that effort in several large city school districts. Eventually, information was obtained for more than 50 city high schools. It was entirely possible to obtain this information, although a number of problems, including discrepancies in definitions and dropout counts and a reluctance on the part of local educators to focus on dropouts, did surface. Among the accomplishments was the downloading of information from each district's centralized computer system to a file for comparison with a derived school holding power index. This information may become the basis of efforts to increase support for schools and educators in their attempts to reduce dropout rates. An attachment describes the data transfer approach. (Contains 16 references.) (SLD)

ED 387 503 TM 023 654

Law, Nancy
On the Relevance of Intelligence: Applications for Classrooms? Intelligence Testing: The Good, the Bad and the Ugly.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Washington, D.C.

PUB DATE- Mar 95

NOTE- 40p.; Paper prepared for the Conference on the Use of International Educational Data (Washington, DC, February 4, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Cross Cultural Studies; Educational Change; Educational Improvement; Educational Policy; *Elementary Secondary Education; *Inferences; *International Education; International Studies; *Research Utilization; Sampling

The kinds of inferences that can be drawn from international educational assessment are explored, considering the evidence that can be obtained and how it can be interpreted. International assessments have been thought of as yielding information that allows comparisons of relative achievement by country and subject, or that allows the improvement in one country from the determinants of achievement in another, or finally as a way to provide information to policymakers on the status of achievement and practices in their own countries. Issues of population definition and of sampling plans make international comparisons very difficult. The comparability of assessment tasks is complicated by the difficulty in identifying a common frame of reference. It is argued that indices of educational achievement that are to varying degrees comparable across nations can be useful, but that it must be recognized that ascertaining the relative standings of nations will tell very little about how to set educational policy or to improve instructional practice. Two tables and two figures illustrate the discussion. (Contains 48 references.) (SLD)

ED 387 523 TM 023 817

Lewis, Charles; Willingham, Warren W.

The Effects of Sample Restriction on Gender Differences.

PUB DATE- Mar 95

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; *Educational Assessment; Models; *Sampling; *Scores; *Selection; *Sex Differences; Simulation; Testing

IDENTIFIERS- *Restriction of Range; *Restrictive Procedures

As strongly suggested by recent work, patterns of gender difference can change because of changes in the selectivity of the sample itself. This is a statistical influence connected with the distributions of female and male scores, rather than a substantive influence related to demographic characteristics of the sample such as age or ethnicity. It is, nonetheless, an important influence because gender differences that are partly statistical in origin can easily confuse possible implications regarding education and assessment. This report proposed a general model to account for the effects of sample restriction on gender differences. Simulations showed the model to be quite accurate in reproducing standard mean differences and other statistics in a restricted sample. Three primary contributing factors were identified: the range-restricting effects of sample selection, differential variability of female and male scores in the original sample, and the representation of contains a variety of flexible lesson plans and activities for grades 3 through 12. The first section, "Teacher Background Information," presents introductory information on rites of passage and ways of celebrating community identity. The second section, "Rites of Passage," explores key concepts of rites of passage in southern African American communities, including birth, coming of age or baptism, marriage, and funerals. A section on "Community Celebrations" discusses the kinds of celebrations observed in southern black communities. Each of these sections presents student activity sheets. A final section is a bibliography divided into: (1) teacher resources (20 sources); (2) general African American history (36 sources); (3) African American culture (4 sources); and (4) children's books (32 sources). (SLD)

ED 387 543 UD 030 599

Oboler, Suzanne
Ethnic Labels, Latino Lives. Identity and the Politics of (Re)Presentation in the United States.
PUB DATE- 95
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Cultural Awareness; *Cultural Differences; English; Ethnic Groups; *Ethnicity; *Hispanic Americans; *Immigrants; *Labeling (of Persons); Language Proficiency; Participation; Political Influences; *Racial Identification; Stereotypes; United States History
IDENTIFIERS- Cultural Sensitivity; *Latinos

The history and current use of the label "Hispanic" are discussed in this exploration of the myth of cultural and national homogeneity among people of Latin American descent in the United States. The historical process of labeling groups of individuals is discussed, and how ethnic labels affect the meaning of citizenship and the struggle for full social participation is illustrated. The experiences of 9 men and 13 women working in the New York garment industry are presented to illustrate how Latin American immigrants become instant "Hispanics" as they enter the United States. The establishment of the labeled Hispanic community has contributed to shaping this population's U.S. experience. An important aspect of the new definition, or repositioning, of an American is the importance that English language skills have for the recent immigrant; it is an issue that immigrants often avoided in earlier days of less complex economics and job demands. The debate over bilingual education and the English Only movements are clear indications of the country's increasing reluctance to tolerate diversity. The history of bilingual education legislation and English Only demonstrate the complexity of prejudices and discrimination. Seven chapters and the introduction are entitled as follows: (1) "Hispanics in the United States: 'We All Sing a Different Song'"; (2) "'Hispanics? That's What 'They' Call Us'"; (3) "'So Far from God, so Close to the United States': The Roots of Hispanic Homogenization"; (4) "'Establishing an Identity' in the Sixties: The Mexican-American/Chicano and Puerto Rican Movements"; (5) "Hispanic Ethnicity, The Ethnic Revival, and Its Critique"; (6) "Hispanics and the Dynamics of Race and Class: The Fieldwork Data"; (7) "Language, National Identity, and the Ethnic Label Hispanic"; and (8) "Imagined Communities Revisited." (Contains 349 References.) (SLD)

This essay with photographs describes the experiences of two runaways, examining why they left home and how they found help. Although runaways have a reputation for being irresponsible, they usually have good reasons for leaving home. The nun who ran Noah's Ark, where both the runaways featured found shelter and help, estimated that only about two percent of the runaways she had encountered left home because they were spoiled or simply could not get along at home. The girls profiled left families with substance abuse and child abuse problems. Social workers now tend to refer to runaways in ways that describe their situations, calling them homeless or throwaway youth. In larger cities, where minorities are likely to suffer the effects of poverty, drugs, and abuse, runaways are more likely to come from minority families. Once children leave home, they face a variety of dangers, and their problems can affect society in many ways. Many more programs like the Noah's Ark home that saved these girls are needed. A list of eight resources and seven suggestions for further reading are included. (SLD)

ED 387 564 UD 030 629

Hispanic Students and Their Teachers Assess the Needs of Local Hispanic Students. Executive Summary.
PUB DATE- Jan 94
NOTE- 37p.; For the full report, see UD 030 630.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Awareness; Dropout Prevention; Dropouts; English; Ethnicity; High Schools; *High School Students; *Hispanic Americans; Language Proficiency; Needs Assessment; Racial Identification; *Secondary School Teachers; *Student Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- *Hispanic American Students; *Providence School District RI

In May 1992 the dropout rate among Hispanic students was 36.6 percent in the Providence (Rhode Island) public schools. A survey was administered in Spanish or English to 232 Hispanic students and 52 teachers at 3 high schools to assess ways to reduce the dropout rate. An attempt to follow up on the Hispanic students listed as dropouts succeeded in locating only 15, but many were actually enrolled in alternative education programs. Responses of some parents and community activists were also obtained. Results demonstrated that Hispanics are not a monolithic block and that Hispanic young people do not see themselves as different from their classmates. A high level of English proficiency and time of residence in the country were associated with dropping out rather than academic success. Students, teachers, parents, and community activists cited communication between teachers and parents as essential to student success, along with cultural awareness and agreement about goals and language. Student responses showed that they were generally positive and optimistic about school. Recommendations for dropout reduction are summarized. An appendix summarizes the interviews and data. (Contains 30 references.) (SLD)

ED 387 565 UD 030 630

Hispanic Students and Their Teachers Assess the Needs of Local Hispanic Students.
PUB DATE- Sep 93
NOTE- 220p.; For the executive summary, see UD 030 629.

national problems that require national attention. Only federal and state governments operating in unison with local authorities, community-based organizations, business leaders, and concerned citizens can produce solutions. The columns reprinted in this collection date from 1992, and are grouped into the following categories: (1) "Solving the Urban Crisis" (4 columns); (2) "Gutted Budgets and Ruined Lives" (6 columns); (3) "Genuine Welfare Reform" (4 columns); (4) "Education That Works" (5 columns); (5) "Health Care for the Poor" (6 columns); (6) "Solving the Housing Crisis" (4 columns); (7) "Improving Race Relations and Empowerment" (3 columns); and (8) "Safeguarding the Future" (4 columns). (SLD)

Research, Issues, and Practices. Proceedings of the Annual Curriculum and Instruction Research Symposium (3rd, Vermillion, South Dakota, April 28, 1995).
PUB DATE- 28 Apr 95
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; *Curriculum; Disabilities; Early Childhood Education; Elementary Secondary Education; Foreign Countries; Higher Education; Hispanic Americans; *Instruction; Knowledge Level; Law Related Education; Mathematics Achievement; Parents; Peer Relationship; Periodicals; Physical Sciences; Picture Books; Preservice Teacher Education; Principals; Reading Habits; Reflective Teaching; State Surveys; Student Attitudes; Student Journals; Student Teachers; Thematic Approach; Time; Time Management; Units of Study; Violence
IDENTIFIERS- Belarus; Peer Harassment; Professional Journals; South Dakota

This monograph provides the following 11 papers presented at a 1995 symposium on curriculum and instruction: (1) "Early Children Education in Belarus: Kindergarten No. 490" (Linda A. Good) a case study of one school for 260 children, ages 2-7; (2) "How Parents Spend Their Time" (Timothy Lillie) an investigation of how parents of children with disabilities spend their time; (3) "Opinions of Principals toward Violence in Schools" (Robert W. Wood, Gareth G. Zalud, and Constance L. Hoag) a survey of middle and secondary level administrators in South Dakota; (4) "Conceptual Knowledge in Physical Science of University Students in an Elementary Education Preservice Program" (Paul B. Otto) an investigation into students' ability to explain scientifically an observed phenomenon; (5) "The Professional Reading Habits of Elementary School Principals and Teachers" (Garreth G. Zalud, Robert W. Wood, and Constance L. Hoag) a survey which identified the most frequently read professional journals; (6) "Picture Books: They're Not Just for Kids Anymore" (Maurine V. Richardson and Margaret B. Miller) suggestions for choosing and using picture books in the classroom; (7) "Exploring Modes of Thinking: A Study of How Student Teachers Reflect on Their Practice" (Lana M. Danielson) analysis of interviews and student journals; (8) "Principals' Perceptions Concerning Peer Harrassment" (Constance L. Hoag, Gareth G. Zalud, and Bobere W. Wood) a survey of type and incidence of peer harassment in South Dakota schools; (9) "Mathematics Achievements: Hispanic-Anglo" (Roger Ray Parsons and Lena Khisty) comparison of patterns of student performance on mathematics achievement tests across groups and grade levels; (10) "Time for a Change: Studying Time and Space from an Historical Perspective" (Sharon C. Lee and Lisa A. Spiegel) discussion and suggested readings for a thematic unit on time; and (11) "University of South Dakota Law School Students' Perceptions of Law-Related and Civic Education" Sheryl Feinstein, Lynne Roach, and Robert Wood) a survey of law students' opinions about law-related education in elementary and secondary schools. (Most papers contain references.) (JB)

ED 387 467 SP 036 242

Hasty, Martha H.
The Establishment of a High School Media Center Volunteer Program as a Solution to Media Center Staff Shortage.
PUB DATE- 95

Information Analysis Products (071)
DESCRIPTORS- *Behavioral Objectives; *Comprehensive School Health Education; Curriculum Design; *Educational Practices; *Educational Principles; Elementary Secondary Education; Health Education; Health Promotion; Preservice Teacher Education; Teacher Education
IDENTIFIERS- Centers for Disease Control GA; ERIC Digests; *National Standards

The Centers for Disease Control and Prevention (CDC) find that most major health problems in the United States today are caused by six categories of behavior. Comprehensive school health education programs represent one effective way of providing students with the knowledge and skills to prevent health-impairing impairing behaviors. The purpose of this Digest is to assist schools in developing and evaluating comprehensive health education and to lay a framework for local school boards to use in determining the content of health curricula in their communities. This digest provides a discussion of: (1) research on the ability of health instruction to change children's health status; (2) broad standards that promote health literacy developed by the Joint Committee for National School Health Education Standards (1995), emphasizing the capacity of individuals to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which enhance health; (3) health curriculum content; (4) teaching practices that develop health knowledge, attitudes, and skills; and (5) implications for teacher education. Sources of additional information on health curricula are included. (Contains 11 references.) (LL)

ED 387 484 TM 021 000

Snapshot '93: 1992-93 School District Profiles.
PUB DATE- 93
NOTE- 802p.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administration; *Educational Finance; Educationally Disadvantaged; Educational Trends; Ethnic Groups; Expenditures; *Institutional Characteristics; Minority Groups; *Profiles; Public Schools; Rural Schools; *School Districts; School Personnel; School Statistics; *Student Characteristics; Tables (Data); Tax Allocation; Teacher Characteristics; *Teachers; Trend Analysis; Urban Schools
IDENTIFIERS- *Texas

These two documents include information about the students, student performance, staffing, and financing of public schools in Texas. The annual summary, in conjunction with the separately published "Texas Public School Statistics: Pocket Edition 1992-93," provides a detailed look at public education in Texas. "Supplement '93," which contains additional student performance information about testing in the spring of 1992-93, is available for the first time. "Snapshot '93" begins with an examination of state-level data and concludes with detailed information about each school district. The statistical highlights of the state section discuss administrative units, student performance, staff, and finances for the current year and include historical trends. The detailed statistics section summarizes 88 data items for groups of school districts categorized by size, by rural versus urban classification, and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Diagnosis; Educational Theories; Elementary Secondary Education; *Gifted; Identification; Intelligence; *Intelligence Tests; Nature Nurture Controversy; School Districts; Self Efficacy; *Special Education; Student Evaluation; Testing Problems; *Test Use
IDENTIFIERS- California; Relevance (Personal); *Sacramento City Unified School District CA

The relevance of intelligence testing for schools within one district, the Sacramento (California) school district and the state of California is explored, and applications of intelligence theory in district schools and classrooms are discussed. Intelligence, for purposes of this discussion, is the aggregate capacity of each student's intelligence, the combination of abilities that are quantitatively different, and the way the student uses these abilities to deal with the environment. California allowed group and individual intelligence testing until the 1960s, but no longer allows group intelligence testing for students. Individual students are tested to identify the gifted or for other educational diagnoses. In the Sacramento City Unified School District intelligence tests are used for the same purposes, to identify the gifted and special education students. Self-efficacy theory and the theory of multiple intelligences are being applied in the intelligence assessment of students in the district. Much that is good is being recognized about intelligence, but many practices reflect the negative influences of believing that intelligence is fixed at an early age. (Contains 7 references.) (SLD)

ED 387 504 TM 023 662

Stake, Robert; Migotsky, Christopher
Evaluation Studies of the Chicago Teachers Academy: Methods and Findings of the CIRCE Internal Evaluation Study.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Inservice Teacher Education; Interviews; Mathematics; Principals; *Program Evaluation; Qualitative Research; Sciences; *Staff Development; Teacher Attitudes; *Teachers
IDENTIFIERS- *Chicago Teachers Academy IL; Internal Evaluation

The Center for Instructional Research and Curriculum Evaluation (CIRCE) was commissioned by the Chicago (Illinois) Teachers Academy for Mathematics and Science to conduct an internal evaluation of their programs. Academy managers wanted documentation of Academy efforts in the schools that they served. The CIRCE team left it to other evaluation teams to measure impact through standardized testing, the use of preordinate templates, and the analysis of large-scale distribution data, concentrating on a responsive evaluation plan with comprehensive, even personalistic, observation of Academy impact in unique situations. Qualitative observations, interviews with 20 teachers and 20 principals at the 42 schools females and males in the restricted sample. A test with actual data showed reasonably good consistency between trends predicted by the model and trends in gender differences that have been widely observed in advanced tests administered to select samples. (Contains 29 references, 9 tables, and 10 figures.) (Author)

ED 387 524 TM 023 908

Frechtling, Joy A., Ed.
Footprints: Strategies for Non-Traditional Program Evaluation.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- Jan 95
NOTE- 164p.; Papers prepared for a conference on nontraditional evaluation methodologies convened by the National Science Foundation in July 1993.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Evaluation Methods; Evaluation Utilization; *Information Dissemination; *Innovation; Mathematics Education; *Program Evaluation; *Research and Development; Science Education
IDENTIFIERS- *Impact Evaluation; *National Science Foundation; Stakeholder Evaluation

Papers in this collection explore alternative and nontraditional approaches to evaluation. They provide options, speculations, and propositions that affect each thinker's ideas on how to trace the impact of National Science Foundation-supported programs. Organized around a central theme of footprints as evidence of a program's impact, the papers include: (1) "The Use of Science and Mathematics Education Indicators and Studies: A Briefing" (Robert F. Boruch and Erling Boe); (2) "Searching Near, Far, and Wide: A Plan for Evaluation" (Sylvia T. Johnson); (3) "New Methods for Evaluating Programs in NSF's Division of Research, Evaluation, and Dissemination" (Robert K. Yin with commentary by Valena White Plisko, David Jenness, and Malcom Phelps); (4) "Considerations for the Evaluation of the National Science Foundation Programs" (Richard T. Hezel); (5) "Communicating the Value of the National Science Foundation's Contributions to Research and Innovative Technical Applications for Mathematics and Science Education" (Norman L. Webb); (6) "Footprints on Surfaces: A Nontraditional Approach to Evaluation of National Science Foundation Programs" (M. Christine Dwyer with commentary by Robert Mac West and Senta Raizen); (7) "Conceptual Underpinnings for Program Evaluation of Major Public Importance: Collaborative Stakeholder Involvement" (Zoe A. Barley and Mark Jenness); (8) "The Virtual Reality of Systemic Effects of NSF Programming on Education: Its Profession, Practice, Research, and Institutions" (Robert E. Stake with commentary by Eleanor Chelimsky and David B. Rymph); (9) "Overview" (Michael Scriven); and (10) "Footprints: A Search for New Strategies for Evaluating EHR Education and Human Resources Programs" (Laure Sharp and Joy Frechtling). References follow each paper. (SLD)

ED 387 525 TM 023 985

Schmitt, Alicia P.; And Others
Evaluating Hypotheses about Differential Item Functioning.
PUB DATE- Jan 92
NOTE- 70p.; Version of a paper presented at the Educational Testing Service/AFHRL Conference (Princeton, NJ, October 6,

ED 387 544 UD 030 600

Ng, Roxana, Ed.; And Others
Anti-Racism, Feminism, and Critical Approaches to Education. Critical Studies in Education and Culture Series.
PUB DATE- 95
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperation; Educational Policy; Educational Practices; Educational Theories; Equal Education; *Ethnic Groups; *Feminism; Foreign Countries; Indigenous Populations; *Minority Groups; *Multicultural Education; *Racial Discrimination; *Teacher Education
IDENTIFIERS- Canada; *Critical Pedagogy

This book argues that there has not been sufficient dialog and exchange between various forms of critical approaches to education, such as multicultural and antiracist education, feminist pedagogy, and critical pedagogy. Contributors from the United States and Canada address issues relevant to ethnic and minority groups in light of feminist and critical pedagogical theory in the following discussions: (1) "Multicultural Education, Anti-Racist Education, and Critical Pedagogy: Reflections on Everyday Practice" (Goli Rezai-Rashti); (2) "Multicultural Policy Discourses on Racial Inequality in American Education" (Cameron McCarthy); (3) "Multicultural and Anti-Racist Teacher Education: A Comparison of Canadian and British Experiences in the 1970s and 1980s" (Jon Young); (4) "Warrior as Pedagogue, Pedagogue as Warrior: Reflections on Aboriginal Anti-Racist Pedagogy" (Robert Regnier); (5) "Connecting Racism and Sexism: The Dilemma of Working with Minority Female Students" (Goli Rezai-Rashti); (6) "Aboriginal Teachers as Organic Intellectuals: (Rick Hesch); and (7) "Teaching against the Grain: Contradictions and Possibilities" (Roxana Ng). (Contains 328 references.) (SLD)

ED 387 545 UD 030 601

Shannon, Patrick
Text, Lies, & Videotape: Stories about Life, Literacy, & Learning.
PUB DATE- 95
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizenship Education; *Cultural Awareness; Curriculum Development; Elementary Secondary Education; Leadership; *Learning; *Life Events; Literacy; *Literacy Education; Participation; Social Problems; Test Results
IDENTIFIERS- *Identity Formation

The current debate about education seems centered in concerns about scores on local, state, and national tests as preludes to entering the workforce fully prepared. In this exploration, stories about leadership, control of learning, civic life, and literacy are used to help refocus the educational debate. Our concerns should be how to create identities that will enable students to work within our social structures and to make the future more inclusive, more caring, and more just than in the past. Discussion of literacy education has focused for too long on matters of technique and economics. The focus must shift to consideration of how people should live together and how they can negotiate the meanings of the texts they read. Critical

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Awareness; Dropout Prevention; Dropouts; English; Ethnicity; High Schools; *High School Students; *Hispanic Americans; Language Proficiency; Needs Assessment; Racial Identification; *Secondary School Teachers; *Student Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- *Hispanic American Students; *Providence School District RI

A survey was administered in Spanish or English to 232 Hispanic students and 52 teachers at 3 Providence (Rhode Island) high schools to assess student needs and find solutions to the dropout problem. An attempt to follow up on Hispanic students listed as dropouts succeeded in locating only 15, some of whom were actually enrolled in alternative education programs. Responses of some parents and community activists were also obtained. High proficiency in English and a longer time of residence in the country were associated with dropping out, rather than staying in school. Results also demonstrated that Hispanics are not a monolithic block and that Hispanic young people do not see themselves as different from their classmates. All four segments, students, teachers, parents, and community activists, cited communication between teachers and parents as essential to student success, along with cultural awareness and mutual understanding about the roles of parents and the goals of education regarding culture and language in particular. Recommendations for dropout reduction are summarized. An appendix contains a matrix of interview responses and the questionnaires and responses from students, teachers, and parents. (Contains 30 references.) (SLD)

ED 387 566 UD 030 631

Bourne, Jenny; And Others
Outcast England. How Schools Exclude Black Children.
SPONS. AGENCY- Calouste Gulbenkian Foundation, Lisbon (Portugal).
PUB DATE- 94
NOTE- 54p.; Introduction by A. Sivanandan.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Failure; Attendance; *Black Students; Cultural Differences; Disadvantaged Youth; Educational Change; Educational Legislation; *Educational Policy; Elementary Secondary Education; *Expulsion; Foreign Countries; Government Role; Out of School Youth; *Racial Discrimination; *Suspension
IDENTIFIERS- *Asians; *England; Wales

The number of black children "excluded" each month from schools in England and Wales is greatly out of proportion to their relative enrollment. Exclusion includes suspension for a fixed or indefinite term or expulsion from a particular school, and can include in-school exclusions of isolation. The term "black children" is taken to include various groups of color, including Asians. Exclusion is seldom the measure of a child's capacity to learn, rather it is usually an indication of the teacher's refusal to be challenged. The exclusion of the black child is regarded as an element in the pathology of the black family rather than as an indicator of structured racism. How the situation developed is traced, and new government policies designed to educate the excluded child are reviewed. Exclusion is shown to be related to the current government's overall education reforms. Individual case studies illustrate

NOTE- 62p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adults; Higher Education; High Schools; High School Students; *Learning Resources Centers; Masters Programs; *Personnel Needs; *Staff Utilization; *Student Volunteers; *Volunteers; Volunteer Training
IDENTIFIERS- *Volunteer Management; *Volunteers In Education

This practicum report describes a volunteer program that was established to resolve staff shortages in a high school media center. Three target groups were involved. The first target group was composed of the current adult volunteers. The second target group was made up of teachers who served their required duty in the media center. The third target group was composed of students who volunteered for duty during after school hours. There were three objectives for the program. The first was to increase the number in Target Groups I and III by 100 percent. The second was to make sure the members of Group II were satisfied with their work in the media center and with the training they received. The third was to increase the media tasks completed by 20 percent. Strategies included establishment of procedures and guidelines, recruitment and training of volunteers with careful matching of volunteer needs and program needs, the development of a volunteer handbook, and continuous rewards and recognition. Success was measured by surveys, a volunteer tally, and a chart of completed tasks. The findings indicated that the first and third objectives were met, but the second one was not accomplished. Appendices include the surveys, the volunteer tally form, and the chart of completed tasks. (Contains 12 references.) (Author/ND)

ED 387 468 SP 036 243

Gillespie, David; Simmons, Sharanne
A Classroom Activity To Demonstrate the Principle of Negative Reinforcement.
PUB DATE- 11 Aug 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Behavior Modification; *Class Activities; Demonstrations (Educational); *Educational Psychology; Higher Education; *Learning Activities; *Negative Reinforcement; Psychology; Role Playing; Student Attitudes; Teaching Methods; Undergraduate Study

This paper describes a classroom activity to demonstrate to undergraduate psychology students studying learning principles the principle of negative reinforcement. The students (n=25) were either enrolled in an introductory psychology course at a business college or the students (n=21) were enrolled in an educational psychology course at a state university. In the experiment the class instructor and a volunteer student role play a simulated spousal situation in which capitulation to the spouse's anger and unreasonable demands serves to negatively reinforce this behavior. Evaluation following the demonstration in two classes indicated that students overwhelmingly found the demonstration useful in understanding the concept of negative reinforcement, found the demonstration to be a useful learning experience, found the demonstration was effective in holding by tax effort, property wealth per pupil, and Education Service Center region. Performance of Texas public school students showed modest improvement in 1992-93, but data indicate that great disparities in performance among disadvantaged and ethnic minority students persist. "Snapshot '93" contains 26 exhibits and 257 pages of detailed statistics in tabular form. Five appendices contain: (1) item definitions; (2) data sources; (3) a bibliography; (4) end notes; and (5) school districts listed alphabetically. The supplement contains three exhibits and four summary tables (43 pages). (SLD)

ED 387 485 TM 022 936

College-Level Academic Skills Test (CLAST). Test Administration Plan 1994-1995.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Accountability; Achievement Tests; College Entrance Examinations; *Communication Skills; *Community Colleges; Higher Education; Mathematics; Reading; Scoring; *Standards; State Colleges; *State Programs; *Testing; Testing Programs; Test Results
IDENTIFIERS- *College Level Academic Skills Test; *Florida

This plan presents the procedures to be followed in the administration of the Florida College-Level Academic Skills Test (CLAST) for the 1994-95 academic year. The document specifies the responsibilities of the Department of Education, the technical support contractor, and individual institutions. The plan does not include procedures needed in each institution to ensure that students acquire CLAST skills or that CLAST standards are implemented in the classroom. The CLAST is part of the Florida system of accountability. It is an achievement test that measures student achievement of college-level communication and mathematics skills that were identified by the faculties of community colleges and state universities. Students in public institutions in Florida are required to pass the CLAST for the award of an associate in arts degree and for admission to upper-division status at a state university in Florida. The four subtests of the CLAST: essay, English language skills, reading, and mathematics, do not yield the skill-by-skill information necessary for full diagnosis of the needs of individual students, but they do help institutions identify areas of need for groups of students. Administration guidelines and information on scoring and reporting results are detailed. Ten appendixes provide supplemental detail about testing, including waiver forms. (SLD)

ED 387 486 TM 023 234

Dochy, F. J. R. C.
The "Prior Knowledge State" of Students and Its Facilitating Effect on Learning: Theories and Research.
PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

the Academy serves, and document review were used to explore key issues of teacher staff development and school improvement. The findings of this interpretive study show the Academy to have been providing carefully selected schools with good quality content and pedagogical assistance. The burden on teachers, however, in terms of time and effort, even of well-received assistance programs is detailed. The Academy contribution was significant and valued by the communities served. Two handouts supplement the discussion. (Author/SLD)

ED 387 505 TM 023 665

Webb, Melvin W., II; Miller, Eva R.
A Comparison of the Paper Selection Method and the Contrasting Groups Method for Setting Standards on Constructed-Response Items.
PUB DATE- 20 Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Constructed Response; Criteria; Educational Assessment; Grade 8; Interrater Reliability; Judges; Junior High Schools; Performance; *Reading Tests; *Scoring; *Standards; *Test Items
IDENTIFIERS- *Contrasting Groups Method; Early Warning Test NJ; National Assessment of Educational Progress; *Paper Selection Method; Standard Setting

As constructed-response items become an integral part of educational assessments, setting student performance standards on constructed-response items has become an important issue. Two standard-setting methods, one used for setting standards on the National Assessment of Educational Progress (NAEP) in reading in grade 8 and the other used to set standards on the 1993 New Jersey Early Warning Test (EWT) in reading for grade 8, are compared. In the paper selection method, used for the NAEP, judges first conceptualize students who are just at the borderline between categories of performance and then select actual papers from a set of all levels of performance to represent what students at the borderline would have produced. For the EWT, the contrasting groups method was used. Judges internalize the concepts to be assessed and then select students above and below the criterion of success. Papers by these students are scored, and a point between the two score distributions is selected as the standard. Comparison suggests that the contrasting groups method may yield results that are more accurate than those of the paper selection method, although results are not definitive. Two figures and three tables illustrate the comparisons. (Contains 14 references.) (SLD)

ED 387 506 TM 023 666

Pack, Albert R.; Michael, William B.
A Comparison of Two Methods of Data Collection in Analyzing Social and Cognitive Play Behavior.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English

1989).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; Classification; Effect Size; *Estimation (Mathematics); *Hypothesis Testing; *Item Bias; Observation; *Regression (Statistics); Sampling; Test Construction; *Test Items
IDENTIFIERS- Randomization; Standardization

Studies evaluating hypotheses about sources of differential item functioning (DIF) are classified into two categories: observational studies evaluating operational items and randomized DIF studies evaluating specially constructed items. For observational studies, advice is given for item classification, sample selection, the matching criterion, and the choice of DIF techniques, as well as how to summarize, synthesize, and translate DIF data into DIF hypotheses. In randomized DIF studies of specially constructed items, specific hypotheses, often generated from observational studies, are evaluated under rigorous conditions. Advice for these studies focuses on the importance of carefully constructed items to assess DIF hypotheses. In addition, randomized DIF studies are cast within a causal inference framework, which provides a justification for the use of standardization analyses or logistic regression analysis to estimate effect sizes. Two studies that have components spanning the observational and controlled domains are summarized for illustrative purposes. Standardization analyses are used for both studies. Special logistic regression analyses of an item from one of these studies are provided to illustrate a new approach in the assessment of DIF hypotheses using specially constructed items. (Contains 5 figures and 39 references.) (Author)

ED 387 526 TM 023 986

Dorans, Neil J.; Holland, Paul W.
DIF Detection and Description: Mantel-Haenszel and Standardization.
PUB DATE- Jan 92
NOTE- 43p.; Version of a paper presented at the Educational Testing Service/AFHRL Conference (Princeton, NJ, October 6, 1989).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Distractors (Tests); *Identification; *Item Bias; Item Response Theory; Mathematical Models; *Test Items
IDENTIFIERS- Contingency Tables; *Mantel Haenszel Procedure; Rasch Model; *Standardization

At the Educational Testing Service, the Mantel-Haenszel procedure is used for differential item functioning (DIF) detection, and the standardization procedure is used to describe DIF. This report describes these procedures. First, an important distinction is made between DIF and impact, pointing to the need to compare the comparable. Then, these two contingency table DIF procedures are described in some detail, first in terms of their own origins as DIF procedures, and then from a common framework that points out similarities and differences.

literacy education must enable those who have been silenced in the past to tell their stories and those who have been privileged to tell their stories in new ways. Question-centered curriculum, dialog about differences, and participation in civic life can help children see themselves as community members. Seven chapters are entitled: (1) "Preparing To Teach and Lead"; (2) "Seeing the Importance and Limits of Ownership in Learning"; (3) "Arguing about the Control of Classrooms"; (4) "Changing the Rationale for Schooling"; (5) "Understanding Critical Literacy"; (6) "Developing Critical Literacy Education"; and (7) "Talking Back to Critics." A bibliographic essay reviews the sources on which the book is directly and indirectly based. (SLD)

ED 387 546 UD 030 602

Five Year Financial and Management Assessment of the Buffalo Public Schools.
SPONS. AGENCY- Greater Buffalo Partnership, NY.
PUB DATE- Mar 95
NOTE- 64p.; For related "Detailed Recommendations" volume, see UD 030 603.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Size; *Cost Effectiveness; *Economic Impact; *Educational Finance; Elementary Secondary Education; *Expenditures; Fringe Benefits; Needs Assessment; Program Evaluation; Public Schools; *Resource Allocation; School Restructuring; Special Education; Student Costs; *Urban Schools
IDENTIFIERS- *Buffalo Public Schools NY

In February 1993 the Buffalo Financial Plan Commission was asked to conduct a financial and management assessment of the Buffalo (New York) public schools. The effort involved the work of 115 volunteers from 75 businesses and community organizations in the Buffalo area. Thirty-four recommendations were produced, which were expected to yield annual savings ranging from $15.7 million in 1995-96 to $44.3 million in 1999-2000 with: (1) no curtailment of academic programs; (2) no increase in class size; (3) no reduction in extracurricular or interscholastic athletic programs; and (4) no reduction in special education or remedial instruction. Buffalo is one of the poorest cities in the United States, with 21.7 percent of its families below the poverty level. The Commission found that more effective resource allocation could reduce the district's overall costs and that the cost of employee benefits could be reduced significantly. Noninstructional costs were targeted for reduction, and the implementation of up-to-date management information and financial reporting systems was essential to the recommendations. Appendix A lists Commission members and staff, and Appendix B summarizes the recommendations. (Contains 13 tables.) (SLD)

ED 387 547 UD 030 603

Five Year Financial and Management Assessment of the Buffalo Public Schools. Addendum: Detailed Recommendations.
SPONS. AGENCY- Greater Buffalo Partnership, NY.
PUB DATE- Mar 95
NOTE- 176p.; For final report to which this addendum belongs, see UD 030 602.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

exclusion, as it may reflect cultural and racial bias. There is no simple solution, but the government must take a lead in implementing revised policies. (SLD)

ED 387 567 UD 030 632

Still Separate, Still Unequal? Desegregation in the 90's. Urban School Board Members Respond.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Boards of Education; *Desegregation Plans; Elementary Secondary Education; *Equal Education; Federal Government; Government Role; Minority Groups; Public Schools; *Racial Balance; Racial Relations; *School Desegregation; School Districts; Surveys; *Urban Schools; Violence

Deliberation about school desegregation today is increasingly linked with concern about the patterns of deteriorating race relations, escalating intolerance, school violence, and hate crimes. A survey was conducted of urban school board members and administrators to determine their perceptions and beliefs regarding school desegregation and race relations. Two hundred individuals and 103 school districts responded. Eighty-five percent of all respondents agreed that racial balance in public schools is of critical importance to a diverse society. Seventy-eight percent of responding districts reported that they were still actively pursuing desegregation and racial balance. A majority of respondents felt that racial balance was important for both minority and majority group students. However, 66 percent of respondents said that minority students can receive a quality education in segregated schools if the instruction and resources are of high quality. Nearly one-third of respondents thought that desegregation had become immaterial in their school districts because the enrollment had become so overwhelmingly minority. Survey respondents persevere in their desegregation or racial balancing efforts, and they want more support from the federal government. (SLD)

ED 387 568 UD 030 633

Ainsworth, Robert G.
Turning Potential School Dropouts into Graduates: The Case for School-Based One-to-One Tutoring. Research Report 95-07.
PUB DATE- Sep 95
NOTE- 35p.; Light type throughout.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropout Prevention; *Dropouts; High Schools; *High School Students; Interpersonal Relationship; Peer Teaching; Program Development; *Scheduling; Time Management; Tutorial Programs; *Tutoring; *Tutors; *Urban Schools; Urban Youth; Volunteers

Tutoring is recommended as one of several possible ways to help keep students in school. This report is based on a literature review and conversations with researchers, educators, and students. In spite of recent reductions in dropout rates, they remain high, especially in large urban schools. An extensive body of literature supports the effectiveness of one-on-one tutoring for its cognitive and emotional benefits. Such tutoring is particularly effective when teachers are used as tutors, although peer tutoring and tutoring by community their attention, felt the demonstration should be used in future classes, and reported they enjoyed the demonstration. (DB)

ED 387 469 SP 036 244

Kapel, David E.; And Others

School Choice: Education's Trickle Down Theory for Urban Students Attending Private Schools? Study II.

PUB DATE- Aug 95

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Admission Criteria; Educational Policy; Elementary Secondary Education; Higher Education; National Surveys; Parent Participation; *Private Schools; Public Schools; *School Choice; School Demography; Tuition; *Urban Schools

This study investigated possible effects of school choice programs by surveying 200 private schools in large urban areas. The survey instrument requested information on school demography, possible effects of participation in a Choice program, costs, selection of students participating in Choice, and climate and parental involvement. Analysis of responses from 54 schools from all areas of the country indicated: that private schools could accommodate no more than 1.2 percent of total urban enrollments; that 70 percent of schools surveyed expected to expand their student population without Choice students; that only 56.6 percent of respondents expected to expand the availability of classrooms; that 10 schools stated they would participate in a Choice program whereas 4 stated they would not and 38 were not sure; that most respondents felt parents of Choice students should make up the difference between Choice funds and tuition costs; that schools would apply the same admission criteria for Choice students as for other students; that only 6 schools said they would not exclude any students; and that schools would expect parents of Choice students to be actively involved in the schools. The study concluded that private schools have limited space for students under a Choice program, would probably prefer full tuition students, and would probably reject special needs students. Results of this study are compared to a similar one surveying public school districts adjacent to or near large urban districts. A third study focusing on religious schools exclusively is planned. Tables detail the study's findings. (Contains 29 references.) (JB)

ED 387 470 SP 036 245

Walker, Doris McEwen

Practice What We Teach! Implementing a Problems of Practice Instructional Delivery Strategy.

PUB DATE- 10 Aug 95

NOTE- 39p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (39th, Williamsburg, VA, August 10, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Active Learning; *Administrator Education; Certification; *College Instruction; Elementary Secondary Education; Feedback; *Field Experience Programs; Higher

DESCRIPTORS- Background; Educational Psychology; Educational Research; *Educational Theories; Foreign Countries; *Individual Differences; *Knowledge Level; Models; *Prior Learning
IDENTIFIERS- *Expert Novice Paradigm

Educational psychology has indicated that prior knowledge is a potentially important educational variable. Recent and earlier research in educational psychology has shown that 30 to 60% of the variance in study results could be explained by this variable. Insight into these factors should influence the return on education. A common theoretical frame regarding explanatory theories and concepts, considering different sorts of prior knowledge and individual differences in prior knowledge states, could lead educational psychology research to previously acquired knowledge and experience. Further research should concentrate on such a framework, building on earlier results. This report gives an overview of research on the effect of prior knowledge on learning and theories that offer an explanation for the facilitating effect of prior knowledge. An exploration of the concept "prior knowledge" is made, largely on the basis of the English language literature. Attention is also paid to the expert-novice paradigm. Four figures and one table illustrate the discussion. (Contains 116 references.) (SLD)

ED 387 487 TM 023 235

Dochy, F. J. R. C.
Variables Influencing the Indexation of the "Prior Knowledge State" Concept and a Conceptual Model for Research.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Artificial Intelligence; Background; Case Studies; Cognitive Psychology; *Cognitive Structures; *Concept Formation; Educational Psychology; Educational Research; *Experience; Foreign Countries; *Knowledge Level; *Prior Learning
IDENTIFIERS- Operational Concepts

In educational psychology research the concept "prior knowledge" is not always clearly described, but it is important to distinguish prior knowledge state (PKS) components as well as possible and to elucidate the relations among these elements. An in-case-study was conducted into the operationalizing of the concept of prior knowledge and the PKS, investigating how PKS should be operationalized using a number of variables. Data collected in a literature search and an enquiry among specialists is interpreted. Seventeen experts in cognitive psychology and artificial intelligence responded to a questionnaire on PKS. Their responses were used to derive a provisional conceptual model with eight variables: (1) the nature and amount of information and skills; (2) availability of cognitive structure; (3) structuring of the cognitive structure; (4) relevance of information in respect to the learning objectives; (5) the pace or duration of the learning process; (6) durability of what is retained; (7) previous education; and (8) work experience and age. Seven figures illustrate the discussion. (Contains 13 references.) (SLD)

ED 387 488 TM 023 236

Dochy, F. J. R. C.; Steenbakkers, W. H. L.
Students' Views on Prior Knowledge.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Cognitive Development; Comparative Analysis; *Data Collection; Interviews; *Kindergarten Children; *Observation; Outdoor Activities; *Play; Primary Education; Research Methodology; Social Development

This study investigated the extent to which data collected on play behavior differ when two different data collection methods, observation alone and observation plus interview, were used. A secondary objective was to compare data collected using both methods in an indoor and outdoor play environment. The social and cognitive play behavior for a sample of 30 kindergarten children was recorded using the observation only and observation/interview procedures. Results showed that the combined methodology of observation with follow-up interview provided a profile of the play behavior of kindergarten children different from the profile when observation is used alone. The combined methodology suggests that less functional play and more dramatic play is recorded when the observation/interview technique is used than when the observation only technique is used, especially in the outdoor environment. In a comparison of indoor to outdoor play, the indoor environment appears to facilitate constructive play and outdoor environments seem to facilitate functional play. More solitary and parallel play occurs indoors, while more group play takes place outdoors. Dramatic play for children at this age level appears to be facilitated equally by both indoor and outdoor environments. (Contains 2 tables and 20 references.) (Author/SLD)

ED 387 507 TM 023 684

Lukhele, Robert; Sireci, Stephen G.
Using IRT To Combine Multiple-Choice and Free-Response Sections of a Test onto a Common Scale Using A Priori Weights.
PUB DATE- 21 Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Essay Tests; *Item Response Theory; *Multiple Choice Tests; *Scaling; Scoring; *Test Construction; Test Reliability
IDENTIFIERS- A Priori Tests; Calibration; *Free Response Test Items; GED Writing Skills Test; General Educational Development Tests; MULTILOG Computer Program; *Weighting (Statistical)

Free-response (FR) item formats, such as essay questions, are popular in educational assessment. The criticisms against FR items are that they are more expensive to score, take up more testing time, provide less content coverage, and are less reliable than multiple-choice (MC) items. For these reasons, FR items are often combined with MC items. Calibrating FR and MC items onto a common scale poses problems for tests constructed using item response theory (IRT), because IRT calibration may reduce the weight of the FR items below the level desired by the test developer. This paper illustrates how MC and FR items can be calibrated onto a common scale using the Multilog computer program and how an a priori weighting scheme can be incorporated within the scale. The relative worth of the MC and

The relationship between the Mantel-Haenszel procedure and item response theory models, in general, and the Rasch model, in particular, is discussed. The utility of the standardization approach for assessing differential distractor functioning is described. Several issues in applied DIF analyses are discussed, including inclusion of the studied item in the matching variable and refinement of the matching variable. Future research topics dealing with the matching variable, the studied variable, and the group variable are also discussed. (Contains 5 figures and 48 references.) (SLD)

ED 387 527 TM 023 987

Wainer, Howard
Measurement Problems. Program Statistics Research. Technical Report No. 92-20.
PUB DATE- Jan 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Educational Assessment; Educational Research; *Measurement Techniques; Predictor Variables; *Psychometrics; Research Needs; *Research Problems; Scoring; *Statistical Analysis; Test Bias; *Test Validity
IDENTIFIERS- *Standard Setting

This paper reports 20 unsolved problems in educational measurement and points toward what seem to be promising avenues of solution. The first group of concerns involves validity, posing the problems of obtaining suitable validity criteria, determining and measuring the predictor variables that best characterize the traits and proficiencies of interest, and determining the validity of a test being used for selection. Other unresolved issues are those of data insufficiencies, statistical adjustment, test fairness, domain coverage, reliable scoring, and standard setting. A number of technical issues remain to be resolved, including considerations of difficulty, problems of estimation, response time, and the complexity of psychometric models. The final question is that of attracting, training, and retaining technically-talented individuals in the field of educational measurement. (Contains 44 references.) (SLD)

ED 387 528 TM 024 079

Morse, David T.
The Relative Difficulty of Selected Test-Wiseness Skills among College Students.
PUB DATE- Nov 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Children; *Cues; *Difficulty Level; Grammar; Higher Education; Response Style (Tests); *Skill Development; Student Reaction; *Test Wiseness; *Undergraduate Students; Young Adults
IDENTIFIERS- *Gibb Experimental Test of Testwiseness

The relative difficulty of the seven test-wiseness skills measured by the Gibb Experimental Test of Testwiseness, a measure of cue-using skills, was studied. Participants were 243

DESCRIPTORS- *Administration; *Cost Effectiveness; *Economic Impact; *Educational Finance; Elementary Secondary Education; *Expenditures; Fringe Benefits; Needs Assessment; Program Evaluation; Public Schools; School Restructuring; Student Costs; *Urban Schools; Volunteers
IDENTIFIERS- *Buffalo Public Schools NY

In February 1993 the Buffalo Financial Plan Commission was asked to conduct a financial and management assessment of the Buffalo (New York) public schools. The effort involved the work of 115 volunteers from 75 businesses and community organizations in the Buffalo area. Thirty-four recommendations were produced, which were expected to yield annual savings generating about $188 million over a 5-year period. This addendum to the main report provides the recommendations in detail. They are grouped into four categories: (1) 11 recommendations for the Instructional Division expected to yield $112.6 million over the period; (2) 6 recommendations for the Finance, Personnel, and Administrative Services Division expected to result in $8.2 million savings; (3) 8 recommendations for the Plant Services and School Planning Division for $21.7 million in savings; and (4) 9 recommendations for Benefits Management generating $46 million in savings over the 5 years. The recommendations center on administrative and benefits cuts and are not expected to reduce instructional expenditures. Appendix A lists members of the Buffalo Financial Plan Commission and its staff, Appendix B summarizes the recommendations, and Appendix C provides a table of average compensation per bargaining unit in the Buffalo schools. (Contains 39 tables.) (SLD)

ED 387 548 UD 030 604

Hechinger, Fred M.
Saving Youth from Violence.
PUB DATE- 94
NOTE- 17p.; Color illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Children; *Conflict Resolution; Curriculum Development; Disadvantaged Youth; Elementary Secondary Education; Mass Media Role; *Prevention; Program Development; School Safety; Social Problems; Urban Schools; *Urban Youth; *Victims of Crime; *Violence

Nearly one million adolescents between the ages of 12 and 19 are victims of violent crimes each year, and this has been true since at least 1985. Children are becoming involved in violence at ever younger ages, both as victims and as perpetrators. The threat of firearms is the greatest concern in adolescent violence, but no single factor can be blamed as the cause of violence. The role the media play in inciting violence is a hot and controversial topic, but many agree with the warning of the American Psychological Association that viewing violence increases fear of becoming a victim, with a resultant increase in self-protective behavior and mistrust. Violence is learned, and can be combated through teaching alternatives. The teaching of prosocial behavior at home and in school must be accompanied by the provision of health and social services to children and families. Conflict resolution and mediation programs show promise in reducing violence. Violence prevention curricula are among the important efforts schools can make. These efforts can be supported by community and youth organizations. Three projects, operating nationally, are described to illustrate some ongoing efforts in violence prevention. Winning against violence will require a public stance that violence is socially volunteers have been effective. While it is difficult to work tutoring time into the school day, a number of scheduling options have been developed that make it possible to allow students some time for tutoring. A further problem is then providing an adequate supply of tutors. Peer tutoring and community resources present possible solutions at costs that can be tolerated. Recommendations are offered to permit one-on-one tutoring during the school day. An appendix lists nine guides for improving tutoring programs. (Contains 33 references.) (SLD)

ED 387 569 UD 030 634

Vanistendael, Stefan
Growth in the Muddle of Life. Resilience: Building on Other People's Strengths. ICCB Series.
PUB DATE- 95
NOTE- 47p.; This document has been translated into French, Spanish, and Dutch.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affective Behavior; *Child Development; Child Welfare; Cognitive Processes; *Cultural Differences; Foreign Countries; Life Events; Locus of Control; *Personality Traits; *Self Esteem; *Social Support Groups
IDENTIFIERS- *Resilience (Personality)

Resilience is the capacity of a person to do well facing difficult conditions in life. This implies capacities of resistance and of positive construction. Discovering the ways to contribute to resilience in children can begin with examination of resilient children. Research has suggested five interlinking bases for resilience: (1) social support networks based on the unconditional acceptance of the child as a person; (2) capacity to discover meaning in life, including spiritual life and religion; (3) skills and the feeling of having some control over what happens in life; (4) self-esteem; and (5) sense of humor. Resilience is built in a variety of areas in interaction and always develops in a concrete context of local circumstances and culture that must be taken into account in any efforts to build resilience. Whether the perspective is that of social policy or religious initiative, building resilience benefits the child and the child welfare worker. (Contains 17 references.) (SLD)

ED 387 570 UD 030 635

Williamson, Jan
Selected and Annotated Bibliography on the Psychological Needs of Refugee Children.
PUB DATE- Dec 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childhood Needs; Children; Community Involvement; Cross Cultural Studies; *Emotional Problems; Foreign Countries; Grief; Immigrants; Immigration; *Psychological Needs; Psychological Services; *Refugees; *Relocation; Safety; Therapy
IDENTIFIERS- *Traumas; Unaccompanied Minors

This annotated bibliography deals with the psychological needs of refugee children. It is divided by topic into works related to: (1) trauma and refugee children (31 sources); (2) child

Education; Management Development; Principals; Program Attitudes; Program Evaluation; School Administration; *Teaching Methods; Time Management; Writing Skills
IDENTIFIERS- Indiana University South Bend; *Problem Based Learning

Indiana University South Bend (IUSB) School Leadership Project has adopted as a central educational strategy, problem based learning and its sub-model, problems of practice, in its program to prepare school leaders. Problems of practice is an active learning model that involves students in taking responsibility for their learning by immersing students into the problems of school administration by placing them at building sites with practicing administrators. In one of two projects, students sharpened their written communication skills by working in teams to write a memo to an area superintendent suing specific guidelines. In another project on time management, students were involved in a range of activities faced by a school principal. Over an hour or two they handled correspondents, dealt with interruptions, conducted a classroom observation, met with hostile parents, handled telephone interruptions, and made an oral presentation to a group of concerned parents. Principals from area schools provided realism by serving as hostile parents, being telephone interrupters, and concerned parents. Following the experience students worked in groups to establish priorities for the tasks from the time management activity. Student feedback has been consistently positive. Program advantages and pitfalls are noted in detail. (Contains 40 references.) (JB)

ED 387 471 SP 036 248

Martin, Nancy K.; Baldwin, Beatrice
Beliefs Regarding Classroom Management Style: Differences between Novice and Experienced Teachers.
PUB DATE- 94
NOTE- 15p.; Paper presented at the Annual Conference of the Southwest Educational Research Association (San Antonio, TX, January 1994). For similar studies, see ED 355 213 and SP 036 231.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Beliefs; *Classroom Environment; *Classroom Techniques; Elementary Education; Higher Education; Instructional Effectiveness; Teacher Attitudes; Teacher Effectiveness; Teacher Student Relationship; *Teaching Experience; Teaching Styles
IDENTIFIERS- *Inventory of Classroom Management Styles; *Management Styles

Beliefs regarding classroom management vary among teachers and play an important role in effective instruction. The primary goal of this study was to investigate the differences between the beliefs of experienced teachers and novice teachers regarding classroom management styles. Within this study, classroom management is defined as a multi-faceted process that includes three broad dimensions--person, instruction, and discipline. Data were collected form 238 subjects (55 percent novice teachers and 45 percent experienced teachers) via the Inventory of Classroom Management Styles (ICMS) and demographics. The ICMS, a major revision of Tamashiro's (1980) Beliefs on Discipline Inventory, consists of 41 Likert format statements and considers each of the three dimensions of classroom management. Beliefs were classified on a continuum

PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Background; *College Students; Experience; Foreign Countries; Higher Education; Interviews; *Knowledge Level; Models; *Prior Learning; *Student Attitudes; Telephone Surveys; *Time Factors (Learning)
IDENTIFIERS- Netherlands; Open University (Netherlands)

In this preliminary investigation (part of a study of the role of prior knowledge in learning) the views of students about prior knowledge and the importance it has for learning were studied. An effort was made to verify whether the previously proposed model of the concept was congruent with student views. Forty of 120 students at the Open University of the Netherlands returned a questionnaire about prior knowledge beliefs, and 14 of these were selected for in-depth telephone interviews. Experimental interviews were also conducted with 2 of the 26 students who were not able to participate in the study. The students interviewed generally were in agreement in considering that they had an average degree of prior knowledge in the course selected. They were able to recognize the proposed components of prior knowledge, information, experience, and skills. The proposed model seemed feasible from the point of view of the student, although a variable accounting for the effects of time should be introduced into the model. Allowing students to assess their own prior knowledge appeared to be too subjective for research use. Twenty-two figures illustrate study findings. (SLD)

ED 387 489 TM 023 239

Dochy, F. J. R. C.; Bouwens, M. R. J.
Schema Theories as a Base for the Structural Representation of the Knowledge State.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Structures; *Educational Theories; Foreign Countries; *Knowledge Level; Learning; *Prior Learning; *Schemata (Cognition); *Transfer of Training
IDENTIFIERS- Mental Representation; *Schema Theory

From the view of schema-transfer theory, the use of schemata with their several functions gives an explanation for the facilitative effect of prior knowledge on learning processes. This report gives a theoretical exploration of the concept of schemata, underlying schema theories, and functions of schemata to indicate the importance of schema theories in the context of an ongoing research project on prior knowledge state. A schema is a fundamental element on which all information processing depends, a data structure for representing generic concepts stored in memory. Embedded in the unit in addition to the knowledge itself is information about how the knowledge is to be used. The prior knowledge state has a central role in all schema theories. The starting point for constructing a representation is what the learner already knows. It seems obvious that the student's schemata or knowledge structures will give concrete information about their prior knowledge state. Seven figures illustrate the discussion. (Contains 87 references.) (SLD)

FR portions of the test was evaluated with respect to reliability, test information, and passing status using the Writing Skills Test of the Tests of General Educational Development (GED). Data were from a sample of 1,986 GED candidates. Results suggest that to maximize reliability using an IRT calibration model, the weights for the MC and essay sections should not be adjusted a posteriori. (Contains 5 tables, 3 figures, and 23 references.) (Author/SLD)

ED 387 508 TM 023 685

Sireci, Stephen G.
The Central Role of Content Representation in Test Validity.
PUB DATE- Apr 95
NOTE- 38p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; *Content Validity; *Definitions; Item Analysis; Responses; Scoring; Test Construction; *Test Content; Test Items; Test Theory

The purpose of this paper is to clarify the seemingly discrepant views of test theorists and test developers about terminology related to the evaluation of test content. The origin and evolution of the concept of content validity are traced, and the concept is reformulated in a way that emphasizes the notion that content domain definition, relevance, and representation are necessary and fundamental qualities on which all tests should be evaluated. An important area of convergence for test theorists and test developers has been that adequately defining and representing the construct measured is of critical importance. Broad definitions have asserted that content validity is concerned with test and response properties, but narrow definitions limit content validity to investigations of items, tests, and scoring. Future descriptions of test validity must emphasize the important role of content validity in the construction and evaluation of test. Theories and applications of content validity belong within the framework of construct validity. (Contains 1 table, 2 figures, and 69 references.) (SLD)

ED 387 509 TM 023 701

Fan, Xitao; Wang, Lin
How Comparable Are the Jackknife and Bootstrap Results: An Investigation for a Case of Canonical Correlation Analysis.
PUB DATE- Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Correlation; *Monte Carlo Methods; *Sample Size; Simulation
IDENTIFIERS- *Bootstrap Methods; *Jackknifing Technique; National Education Longitudinal Study 1988

The jackknife and bootstrap methods are becoming more popular in research. Although the two approaches have similar goals and employ similar strategies, information is lacking with regard undergraduates from 3 universities, 79% of whom were Caucasian. Participants reported a mean grade point average of 3.0 on a 4-point scale. Results suggest that some of the test-wiseness skills identified by the Gibb measure do differ significantly in how easy they are to apply. The easier skills were observed to be the use of grammar cues, choosing the correct alternative when it was notably longer than other choices, and eliminating absurd or unrelated alternatives. These skills were found to be easier than avoiding alternatives containing specific determiners, such as all, everyone, or never. Alliterative association was the second most difficult of the skills to demonstrate on the Gibb test. Previous research suggests that young adults are able to respond to measures of test-wiseness in ways that may differ from those of children. Further research should consider age differences as well as a wider range of test-wiseness skills. (Contains 3 tables and 19 references.) (SLD)

ED 387 529 TM 024 082

Packard, Abbot L.; And Others
The Effect of Animation on the Instruction of the Principles of ANOVA.
PUB DATE- Nov 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Animation; *College Students; Feedback; Graphs; Higher Education; Instructional Effectiveness; Pilot Projects; *Statistics; *Teaching Methods; Test Results
IDENTIFIERS- *Graphic Representation

This study examined the effects of using static graphics and animated graphics to introduce statistical concepts associated with analysis of variance (ANOVA) to a group of college students. The demonstrations led the learner from the concrete to the abstract by use of dynamically adjustable variables paired with immediate feedback. Participants in this pilot study were inexperienced in statistical methods. Those in one group were exposed to static graphics, a program in which they could view before and after conditions. Those in the second group were exposed to animated graphics dynamically displaying the movement of a piston corresponding to increases in pressure or temperature. Graphs depicting the relationships were dynamically constructed on the screen. The goal of the pilot study was not to establish statistical significance, but to observe the effects of graphic presentation. Those receiving content with static graphics scored better than those receiving animated graphics, but these graphic presentations alone were not enough to add to the participants' knowledge of statistical concepts. (Contains 21 references.) (SLD)

ED 387 530 TM 024 099

Elrod, G. Franklin; Obringer, S. John
The Effect of Cartooning Instruction in a Full-Inclusive Setting on Rural Children's Performances on the Goodenough-Harris Drawing Test: Selected Case Studies.
PUB DATE- Nov 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-

unacceptable. (Contains 28 references.) (SLD)

ED 387 549 UD 030 605

Holland House/Boysville Chapter 1 Neglected and Delinquent Program. Product Evaluation Report, 1993-94.
PUB DATE- 94
NOTE- 18p.; For the 1992-93 report, see ED 360 442.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Adolescents; Child Neglect; *Compensatory Education; Delinquency; *Disadvantaged Youth; Federal Programs; High Schools; *High School Students; Program Evaluation; Reading Achievement; *Reading Programs; Residential Programs; Test Results; *Tutorial Programs; *Urban Youth
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Saginaw City School System MI

Holland House is a residential program for neglected and delinquent youth in Saginaw (Michigan). In 1993-94, the program received Education Consolidation and Improvement Act Chapter 1 funding that was used toward the purchase of materials and toward teacher and aide salaries for a reading skills tutorial program in a special classroom at a Catholic high school and in the evenings at Holland House. This product review focused on the degree to which participants achieved the major program objectives. Ten of the program's 24 participants were considered in this study of reading achievement. Measurement with the Woodcock-Johnson Tests of Achievement indicated that 6 of the 10 students evidenced gains in both basic and advanced reading, 2 gained in 1 area and lost in the other, and only 1 demonstrated losses in both areas. These results support the contention that the program achieved its objectives in basic and advanced reading, since the defined performance criterion specified that they would show gains in the aggregate over and above the Michigan standard gain of three normal curve equivalents. Recommendations are offered for program improvement. Four appendixes present a weekly evaluation form and information about disbursements, teacher inservice attendance, and reading gains. (Contains three tables and two references.) (SLD)

ED 387 550 UD 030 607

Steinhoff, Jeffrey C.
District of Columbia: Weaknesses in Personnel Records and Public Schools' Management Information and Controls. Testimony before the Subcommittee on the District of Columbia, Committee on Appropriations. House of Representatives.
PUB DATE- 14 Jun 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Problems; Cost Effectiveness; Data Analysis; Data Collection; *Educational Administration; Educational Finance; *Elementary Secondary Education; *Expenditure per Student; Government Role; *Personnel Management; Public Schools; *Urban Schools
IDENTIFIERS- *District of Columbia Public Schools

In response to a request from the Subcommittee on the District of Columbia of the House Committee on Appropriations, the efforts of the District of Columbia to reduce its overall personnel and personnel expenditures and several financial issues involving development and psychosocial needs (23 sources); (3) training, refugee participation, and community development (47 sources); (4) education (13 sources); (5) armed conflict (26 sources); (6) grief and bereavement (9 sources); (7) unaccompanied children in refugee emergencies (17 sources); (8) cross-cultural considerations (14 sources); (9) resettlement (22 sources); (10) research, bibliographies, and literature reviews (15 sources); and (11) periodicals (9 periodicals). Annotations provide publication information and a description of the source's contents. Although some of the works are in languages other than English, notably Spanish, the annotations are all in English. (SLD)

ED 387 571 UD 030 637

Moultrie, Lisa, Ed.; Regelbrugge, Laurie, Ed.
Building Bridges: Creating and Sustaining Viable Multicultural Communities. Reports, Reflections, and Related Work: A Compilation from a Convening of Grantees (Queenstown, Maryland, December 1993).
PUB DATE- 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Citizen Participation; *Community Development; Community Involvement; Community Programs; *Cooperation; *Cultural Awareness; Cultural Differences; *Educational Change; Ethnicity; Evaluation Methods; Grants; International Education; *Multicultural Education; *Social Change
IDENTIFIERS- Asia; Pacific Region

Hitachi grantees promote social responsibility through efforts supporting effective participation in a global society. Meeting participants explored issues in global and multicultural education and in community development. Among the contents of this compilation are pre-meeting reflections on cultural change and developing multiculturalism prepared by the facilitators Jennifer Henderson and George Thomas and essays by the rapporteur Daphne Muse conveying her immediate reactions and her later conclusions. An essay by foundation staff members gives background about the Foundation and discusses its strategy for convening its grantees at intervals to exchange ideas. Quotes from participants and facilitators are presented, and several grantees submitted articles to share: (1) "The Consortium for Teaching Asia and the Pacific in the Schools (CTAPS): A Case Study of Educational Reform in International Education" (David Grossman); (2) "Comments on Ethnicity, Culture and Cultural 'Competence'" (Jean J. Schensul); and (3) "The Proof Is in the Process: Evaluation Methods for Community Work" (Lois Vermilya, Ed.). Attachments include a list of participants and the meeting agenda. (SLD)

ED 387 572 UD 030 638

The Gang Problem in America: Formulating an Effective Federal Response. Hearing To Examine How the Federal Government Can Establish Effective Programs To Deter Youth Violence in America before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, One Hundred Third Congress, Second Session.
PUB DATE- 9 Feb 94
NOTE- 92p.; Serial No. J-103-40.
LANGUAGE- English

that reflects the degree of teacher power over students. The continuum is categorized into three segments--non-interventionist, interactionalist, and interventionist. Data were analyzed utilizing a series of one-way ANOVAs. Novice teachers were found to score significantly more interventionists on the full-scale and two of the three sub-scales of the ICMS. (Contains 17 references.) (Author)

ED 387 472 SP 036 249

Chen, Jen-Jen
The Perceptions of Teachers and Fourth Grade Students from China, Taiwan, and the U.S. toward Classroom Management Strategies.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; *Classroom Techniques; *Discipline; Elementary School Students; Elementary School Teachers; Foreign Countries; *Grade 4; Intermediate Grades; Opinions; *Student Attitudes; *Student Behavior; Surveys; *Teacher Attitudes
IDENTIFIERS- China; Taiwan; United States

This study surveyed fourth-grade students (N=677) and teachers (N=489) from China, Taiwan, and the United States regarding their views toward different classroom management strategies in dealing with four kinds of classroom behaviors: (1) causing a disruption by talking to other students; (2) giving a wrong answer to a question; (3) behaving well; and (4) giving a right answer. Respondents rated three to seven different management tactics for each behavior type. A random sample of 56 cases from the larger sample were analyzed and significant mean differences were found among the three nations. Teachers from China were least likely to "send note home"; teachers from Taiwan were most accepting of negative tactics; teachers from the United States were more likely to "send student to principal" and to commend the well-behaved student in private. Teachers from China and Taiwan supported "letting the student go to a special thing" when well behaved; teachers from Taiwan were more likely than others to agree that "hurting student a little" was appropriate for a disruption or wrong answer; and U.S. teachers preferred private praise to public praise. Of particular interest were findings that Taiwan differed from both China and the United States on several classroom management strategies. In most cases, students' preferences were consistent with their teachers' responses. (Contains 10 references and 9 tables of data.) (DB)

ED 387 473 SP 036 250

Glimps, Blanche Jackson; Jones, Virginia
A Model for Collaboration between Industry and Institutions of Higher Education for the Recruitment of Teachers from Underrepresented Groups.
PUB DATE- 11 Sep 95
NOTE- 16p.; Paper presented at the Annual Minority Teacher Recruitment Symposium, "Linkages to Minority Recruitment" (4th, Savannah, GA, September 11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 387 490 TM 023 246

Dochy, F. J. R. C.; Bouwens, M. R. J.
The Construction of Knowledge State Tests, Knowledge Profiles and the Measurement of Value Added.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; *College Students; Economics; *Evaluation Methods; Foreign Countries; Higher Education; Item Banks; *Knowledge Level; *Prior Learning; *Profiles; Student Evaluation; *Test Construction; Test Reliability; Test Use; Test Validity
IDENTIFIERS- Netherlands; *Value Added

This report deals with the question of obtaining insights into states of prior knowledge and exploring knowledge state tests and knowledge state profiles. The first part introduces a few basic terms important in the context of prior knowledge state. Evaluation and the validity, reliability, and usefulness of tests are considered in a prior knowledge context. "Value added" is discussed as students' gains on tests of knowledge and skill, a measurable indication of the effects of instruction. In the second part of the report, various knowledge state tests are discussed, and the results obtained in a domain-specific knowledge state test are reviewed. The domain-specific test was constructed from the economics test item bank at the University of Limburg (the Netherlands). Results of 536 first-year students were analyzed to obtain knowledge profiles that may be used to compare groups of students or to determine whether prior knowledge profiles of good and poor students differ. Further study will clarify whether prior knowledge state profiles can help in the determination of the effectiveness of educational efforts. Six figures illustrate the analysis. (Contains 47 references.) (SLD)

ED 387 491 TM 023 249

Allen, James D.
The Use of Case Studies To Teach Educational Psychology: A Comparison with Traditional Instruction. Draft.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Comparative Analysis; *Educational Psychology; Higher Education; *Instructional Effectiveness; Teacher Role; *Teaching Methods; Thinking Skills; *Undergraduate Students
IDENTIFIERS- Logbooks; *Reflective Practice; Self Reflection; Subject Content Knowledge

The use of case studies to teach educational psychology was studied, focusing on their effectiveness in helping students become more reflective in their thinking about the roles of teachers. The effects on content learned, affect and motivation, and performance were studied for students taught through case studies and through traditional instruction. Participants were 106 undergraduates in an educational psychology survey course. Students in the case study group to the comparability of their results. This study systematically investigated the issue for a canonical correlation analysis, using data from four random samples from the National Education Longitudinal Study of 1988. Some conspicuous discrepancies are observed mainly under small sample size conditions, and this raises some concern when researchers need to choose between the two for their small samples. Due to the lack of theoretical sampling distributions in canonical analysis, it is unclear which method had superior performance. It is suggested that Monte Carlo simulation is needed for this kind of comparison. It is also suggested that caution is warranted in generalizing the results to other statistical techniques, since the validity of such generalizations is uncertain. (Contains 6 tables and 18 references.) (Author/SLD)

ED 387 510 TM 023 713

Taube, Kurt T.
Critical Thinking Ability and Disposition as Factors of Performance on a Written Critical Thinking Test.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Critical Thinking; *Factor Structure; Grade Point Average; Higher Education; *Personality; *Thinking Skills; *Undergraduate Students
IDENTIFIERS- AT 20 Ambiguity Tolerance Scale; Checklist of Educational Views; Confirmatory Factor Analysis; *Ennis Weir Critical Thinking Essay Test; Need for Cognition Scale; Scholastic Aptitude Test; Watson Glaser Critical Thinking Appraisal

Critical thinking has been conceptualized as a two-factor system in which critical thinking ability and critical thinking disposition combine to determine actual thinking performance. The present study used confirmatory factor analysis to investigate such a two-factor model empirically. One hundred ninety-eight Purdue University undergraduates completed the Watson-Glaser Critical Thinking Appraisal, the Ennis-Weir Critical Thinking Essay Test, the Need for Cognition Scale (NCS), the AT-20 ambiguity tolerance scale, and the Checklist of Educational Views (CLEV). The students' grade point averages (GPAs) and Scholastic Aptitude Test (SAT) Verbal and Mathematics scores were also collected. The NCS, AT-20, and CLEV served as measures of disposition; Watson-Glaser, SAT-Verbal, and SAT-Math served as measures of thinking ability; and Ennis-Weir and GPA were assumed to measure both ability and disposition. Confirmatory factor analysis indicated that the postulated two-factor model provided a more accurate fit with the data than did a model including only one latent factor and that Ennis-Weir, but not GPA, loads significantly on both factors. (Contains 6 tables and 80 references.) (Author)

ED 387 511 TM 023 722

Griffin, Bryan W.; Pool, Harbison
Monitoring Instruction and Improving Students' Evaluations of Teachers' Performance.
PUB DATE- Apr 95

South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cartoons; Case Studies; *Elementary School Students; *Freehand Drawing; Grade 6; Inclusive Schools; *Instructional Effectiveness; Intelligence; *Intelligence Tests; Intermediate Grades; Pretests Posttests; Rural Youth
IDENTIFIERS- *Draw a Man Test; *Draw a Woman Task; Goodenough Harris Drawing Test

Many researchers have attempted to link children's drawings to intelligence. The Goodenough-Harris Draw-a-Man (DAM) and Draw-a-Woman (DAW) test has been accepted as an indicator of intelligence. This study, via examination of specific cases, explored the effect that instruction in drawing cartoons had on the DAM and DAW performance of 16 sixth-grade students in a full-inclusive class from a rural area of eastern Oregon. There was no overall effect of cartooning instruction, but when students' performances were analyzed by subgroup, those who had the lowest pretest scores on both the DAM and the DAW gained in their posttest performance. Students with average and above-average abilities did not improve. One table presents standard pretest and posttest scores, and eight figures illustrate examples of student drawings. (Contains 14 references.) (Author/SLD)

ED 387 531 TM 024 100

Wu, Yi-Cheng; McLean, James E.
A Priori Versus Post-Hoc: Comparing Statistical Power among ANOVA, Block Designs, and ANCOVA.
PUB DATE- Nov 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Analysis of Variance; *Comparative Analysis; *Research Design; Research Methodology
IDENTIFIERS- *A Priori Tests; Block Design Test; Post Hoc Methods; *Power (Statistics)

By employing a concomitant variable, block designs and analysis of covariance (ANCOVA) can be used to improve the power of traditional analysis of variance (ANOVA) by reducing error. If subjects are randomly assigned to treatments without considering the concomitant variable, an experiment uses a post-hoc approach. Otherwise, an a priori approach is used if the concomitant variable is utilized for assigning subjects to treatments. Traditionally, a priori has been considered the more powerful approach. This study compared ANOVA, block designs, and ANCOVA under various experimental conditions. The experimental conditions were 48 combinations of 4 levels of the number of treatments (T at 2, 3, 4, and 5), 3 levels of the number of subjects per treatment (n at 8, 40, and 72), and 4 levels of the correlation coefficient between the concomitant and dependent variables (p at 0.00, 0.28, 0.56, and 0.84). The optimal number of blocks to achieve maximum power was also investigated. Results indicated that a priori was not generally more powerful than post-hoc. For ANOVA, a priori became less powerful as T and p increased. For block designs, the

the District of Columbia Public Schools (DCPS) were evaluated. Difficulties the District of Columbia continues to face in its effort to reduce its overall personnel are outlined. With regard to the public schools, evaluation made it immediately clear that the system needs to address management weaknesses. The DCPS educates over 80,000 students in elementary and secondary school and an additional 4,000 adults. The per pupil cost, after correction for retirement and capital costs, is about $7,800. Personnel costs make up about 80 percent of the total DCPS expenditures. Other costs and management problems, including costs for educating students whose families do not reside in the District, are explored. A high priority among the recommendations for the DCPS is improving information on personnel and students. Another priority is the development of a capital projects plan that addresses the huge capital needs shortfall. (SLD)

ED 387 551 UD 030 609

Evaluation of Alberta START Projects: Case Studies. Final Report.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Policy & Planning Branch.
PUB DATE- 7 Nov 94
NOTE- 130p.; For related "Provincial Perspectives" volume, see UD 030 610. Funding also provided by Alberta/NWT Region Human Resources Development Canada.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescents; *Attendance; Case Studies; *Dropout Prevention; Foreign Countries; Intervention; Junior High Schools; *Junior High School Students; Potential Dropouts; Program Evaluation; Selection; *Student Characteristics; *Urban Schools
IDENTIFIERS- *Alberta; Canada

This is the third and final year-end report on the START program in Alberta (Canada). START was a dropout prevention project funded by Alberta Education and Alberta/NWT Region Human Resources Development Canada, successor to Employment and Immigration Canada. START addressed dropout prevention through a variety of school and community initiatives targeting students in the junior high school years. Nine case studies, some of which include more than one school, are presented in a format that provides: (1) rationale of the project; (2) background factors; (3) background characteristics of students; (4) interventions; and (5) outcomes, including student achievement data and an overall look at project accomplishments. Overall program impact was seen to be favorable, although it was difficult to make comparisons across programs because of the great diversity of student characteristics. An appendix presents reporting forms used in the evaluation. (Contains 3 figures, 68 tables, and 6 references.) (SLD)

ED 387 552 UD 030 610

Evaluation of Alberta START Projects: Provincial Perspective. Final Report.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Policy & Planning Branch.
PUB DATE- 7 Nov 94
NOTE- 68p.; For related "Case Studies" volume, see UD 030 609. Funding also provided by Alberta/NWT Region Human Resources Development Canada.

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Crime; *Delinquency; *Federal Government; Federal Legislation; Financial Support; *Government Role; Hearings; *Juvenile Gangs; Juvenile Justice; Law Enforcement; Participation; Peer Groups; Police; *Prevention; Youth Clubs
IDENTIFIERS- Congress 103rd

The Senate Subcommittee on Juvenile Justice of the Committee on the Judiciary convened to discuss the federal role in combating juvenile participation in gangs. A proposed amendment to the crime bill being developed, described at the hearing by Senator Orrin G. Hatch (Utah), makes it a federal offense to engage in gang-related crime and subjects gang members to tough mandatory minimum penalties, while providing funding for additional federal prosecutors to make implementation of the measure a reality. Senator Christopher J. Dodd (Connecticut) spoke in support of the "ounce of prevention" amendment to the crime bill he and other senators have sponsored that would make resources available to community agencies that are already working with young people to reduce gang problems. Senator Ben Nighthorse Campbell (Colorado) expressed some personal insights on gang issues and suggested tax benefits for corporations involved in juvenile rehabilitation efforts. A panel of law enforcement officials and an educational administrator spoke about the roles of the Federal Bureau of Investigation, the local police, and school systems in combating gang violence. A second panel of youth agency leaders, a police administrator, and a college professor reviewed the gang situation and provided examples of successful initiatives. (SLD)

ED 387 573 UD 030 639

Louis, Karen Seashore
Organizational Structures To Promote Teacher Engagement in Urban Schools. Urban Education Program. Urban Monograph Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 40p.; Paper is part of "Closing the Achievement Gap: A Vision To Guide Change in Beliefs and Practice," a set of papers from the Urban Education National Network of the nation's regional education laboratories.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational Environment; Elementary Secondary Education; Knowledge Level; Organization; *Organizational Climate; *Professional Development; Public Schools; Social Class; Teacher Attitudes; Urban Education; *Urban Schools
IDENTIFIERS- Reform Efforts; School Culture; *Teacher Engagement

This monograph considers the prospects for improving teacher engagement in urban schools through professional and organizational reform. Urban education is a special context for teaching, with the complications of social, political, and organizational conditions that make the schools difficult settings. One of the problems is increasing teacher detachment and alienation from their work and their students. Research is summarized that finds that while it is not possible to change the social origins or community resources of students, it may be possible to change the relationship between social class and teacher commitment and engagement if organizational conditions are created that make it easier for teachers to experience success. Teachers must be engaged in four ways: with the

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Career Change; Elementary Secondary Education; *Ethnic Groups; Higher Education; Minority Groups; Models; *Nontraditional Students; Partnerships in Education; *Preservice Teacher Education; Reentry Students; *School Business Relationship; Student Recruitment; *Teacher Recruitment
IDENTIFIERS- *Diversity (Student)

This paper proposes that a collaborative program between industry and institutions of higher education during a period of industry and business downsizing, streamlining, and restructuring could result in the recruitment and retraining of potential teachers from ethnically diverse backgrounds. Such a program would follow a traditional teacher education model, but the students would be organized into cohorts. Recruits would be required to have a bachelor's degree in a "certifiable" subject area and to successfully complete an introductory course on the teaching profession including field experience in the classroom. The mid-career preservice teachers would receive peer support through the cohort approach as well as through transition workshops and special adult orientation sessions. Individual firms might provide scholarships and fellowships. Similar models have been successful in training retired military personnel as teachers and in implementing collaborative retooling efforts of companies. (Contains 18 references.) (JB)

ED 387 474 SP 036 254

Arcaro, Janice
Creating Quality in the Classroom.
PUB DATE- 95
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Curriculum Development; Curriculum Evaluation; *Educational Change; *Educational Objectives; Elementary Secondary Education; Organizational Development; Student Role; Teacher Attitudes; Teacher Role; Teaching Methods; Teamwork; *Total Quality Management

This guide explores using Total Quality Management/Developmental System Education (TQM/DSE) as a framework to improve educational outcomes in the classroom. Within the Total Quality paradigm, students and society are viewed as the customers of education; all programs provided at the school focus on meeting customer needs, resulting in improved student performance, decreases in the dropout rate and incidences of deviant behavior, and a better learning and work environment. The book consists of nine chapters. Chapter 1 discusses the need for change in classroom teaching. Chapter 2 examines restructuring classrooms to focus on quality and the process of beginning to use TQM/DSE. Chapter 3 describes TQM/DSE and how it functions. Chapter 4 discusses curriculum evaluation and discipline issues relating to change in the classroom. Chapter 5 focuses on the attitudes and methods of teachers. Chapter 6 discusses introducing the concept of quality to students, curriculum and policy development, and lesson and unit planning, and includes sample lesson plans. Chapter 7 looks at 12 specific TQM/DSE tools and techniques, including Plan-Do-Check-Act, Vision and (n=38) spent about 25% of their class time discussing six case studies. Students in an integrative log group (n=45) received traditional instruction supplemented by developing log entries to encourage reflection. Twenty-three students were taught entirely in the traditional manner. Students in the case study group developed firmer content knowledge and demonstrated higher levels of moral and ethical reasoning, with an increase in reflective pedagogical thinking. Whether students who have analyzed case studies perform better in the classroom will be determined through further longitudinal research. Two tables and two figures illustrate study findings. (Contains 22 references.) (SLD)

ED 387 492 TM 023 253

Hecht, Jeffrey B.
VTLOGANL Video Tape Logging and Analysis. Release Notes Version 2.81.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; Computer Software Development; Data Analysis; *Data Collection; Information Retrieval; *Research Methodology; Social Science Research; *Videotape Recordings
IDENTIFIERS- *VTLOGANL Computer Program

VTLOGANL is a project to enhance and develop new methods and computer software to aid the social science researcher using video tape. This paper describes the latest release of the VTLOGANL program and provides a brief description of its capabilities. VTLOGANL is a BASIC program designed for an MS-DOS computer system. It uses Indexed Sequential Access Method data files within memory buffers for high speed data retrieval and access. The four basic data elements defined in the VTLOGANL system are: (1) project description; (2) tapes or reels; (3) codewords to attach meaning to segments of action or speech for information logging; and (4) quickkeys to map codewords. The minimum system needed, installation, configuration, and use are described, and sample use screens are illustrated. (SLD)

ED 387 493 TM 023 262

Darling-Hammond, Linda; Ancess, Jacqueline
Graduation by Portfolio at Central Park East Secondary School. A Series on Authentic Assessment and Accountability.
SPONS. AGENCY- National Center for Research in Vocational Education, Berkeley, CA.
PUB DATE- Dec 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Curriculum; Curriculum Design;

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Conferences; Effect Size; *Evaluation Methods; *Graduate Students; Higher Education; *Instructional Effectiveness; *Student Evaluation of Teacher Performance; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Monitoring

The purpose of this research was to determine whether the use of multiple in-class student evaluations of instruction coupled with instructor consultations with students would subsequently alter end-of-term student evaluations of instructional performance. A nonequivalent control group design was used with 18 classes and approximately 400 students over a period of 2.5 years. Data obtained indicated that the use of multiple evaluations with student consultations resulted in end-of-term evaluations that were uniformly higher in all instructional areas rated. The average effect size associated with the treatment was substantial. These results suggest that multiple student evaluations and consultations throughout the term provide a very powerful means of increasing end-of-term evaluations of instruction. Appendix A contains the questionnaire for the classes, and Appendix B contains the College of Education questionnaire. (Contains 2 tables and 18 references.) (Author/SLD)

ED 387 512 TM 023 724

Carran, Deborah T.; Nemerofsky, Alan
Application of Epidemiology to an Outcome Based Evaluation of an Educational Program Serving Emotionally/Behaviorally Disturbed Students.
PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Children; Delinquency; *Emotional Disturbances; *Epidemiology; *Evaluation Methods; Outcomes of Treatment; Program Evaluation; Racial Differences; *Research Methodology; Risk; Sex Differences; Substance Abuse; Truancy
IDENTIFIERS- *Outcome Oriented Evaluation

Risk factors associated with the unsuccessful discharge from a secondary-level therapeutic day treatment program of students with serious emotional/behavioral disorders (E/BD) were studied. The use of epidemiologic analysis as a program evaluation method was also investigated by comparing risks associated with identified characteristics of the E/BD population to program completion status. Results from a sample of 134 E/BD students indicated significant differences in successful program completion related to individual variables, specifically student substance abuse and involvement with Juvenile Services. It was also found that the additive effects of several variable pairs greatly increased the risk of unsuccessful program outcomes. The variable pairs identified as preference depended on the experimental conditions. For ANCOVA, a priori was more powerful when T and n were small. Appendix A explores apparent imprecision, Appendix B presents two Statistical Analysis System computer programs, and Appendix C contains a power table. (Contains 9 tables and 3 references.) (Author/SLD)

ED 387 532 TM 024 103

Johnson, Frank H.
Public Elementary and Secondary Education Statistics: School Year 1994-95. Early Estimates.
PUB DATE- Apr 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; *Elementary Secondary Education; *Enrollment; Estimation (Mathematics); Expenditures; High School Graduates; Income; *Public Schools; *Student Characteristics; *Teacher Characteristics; Teachers; Teacher Student Ratio
IDENTIFIERS- *National Center for Education Statistics

The estimates in this publication are key statistics reported early in the 1994-95 school year. They include the numbers of students, teachers and high school graduates for public elementary and secondary schools, and total revenues and expenditures for the operation of public elementary and secondary schools. The public school estimates consist of preliminary actual counts, estimates derived by the states for the National Center for Education Statistics (NCES), and imputed values developed by NCES using a combination of state-specific and national data. There were approximately 44.0 million students in public elementary and secondary schools, and they were taught by an estimated 2.5 million teachers in 1994-95. Student membership and teacher data yielded pupil-to-teacher ratios of 17.1 for public schools for the 1994-95 school year. An estimated 2.2 million public school students graduated from high school in the year in question. Revenues for public elementary and secondary education in fiscal 1994 are estimated to be $257.5 billion, with the per-pupil expenditure anticipated to be $5,623 in 1994-95. Seven tables present data about students, teachers, and finance. (SLD)

ED 387 533 TM 024 104

Green, Patricia J.; And Others
Trends among High School Seniors, 1972-1992. National Education Longitudinal Study of 1988. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Cohort Analysis; College Bound Students; *Course Selection (Students); Educational Change; Educational Experience; Educational History; *Educational Trends; Enrollment; Females; High Schools; *High School Seniors; Longitudinal Studies; Minority Groups; *Racial Differences; Social Class; Trend Analysis; Vocational Education

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Attendance; Case Studies; *Dropout Prevention; Foreign Countries; Intervention; Junior High Schools; *Junior High School Students; Potential Dropouts; Program Evaluation; Selection; Self Esteem; *Student Characteristics; *Urban Schools
IDENTIFIERS- *Alberta; Canada

START was a dropout prevention project funded by Alberta Education and Alberta/NWT Region Human Resources Development Canada, successor to Employment and Immigration Canada. START addressed dropout prevention through a variety of school and community initiatives primarily targeting students in the junior high school years. In the 1993-94 school year, 9 START projects were funded involving 7 jurisdictions with 14 schools and 741 students. This Provincial Perspectives report provides an overall view of the program as of June 30, 1994, summarizing and combining information from the year-end reports, and gives reports of the Culture Free Self Esteem Inventory taken by START students. Data from pretests and posttests with this instrument indicate that the START program had a generally positive effect on self-esteem of students. Evaluating consultants concluded that all projects were able to reduce dropouts significantly, with three of the projects appearing to be especially effective. All of the four schools that measured academic achievement documented some improvement in mathematics and reading that could be attributed to the project. The variety and complexity of the information made it impossible to determine the comparative effects of the various interventions. An appendix presents evaluation reporting forms. A separate 7-page "Evaluative Summary" has been appended. (Contains 1 figure, 2 charts, 12 tables, and 6 references.) (SLD)

ED 387 553 UD 030 613

Wolfson, Gloria
Towards Cross Cultural Sensitivity in the Human Services. Instructor Edition. UCFV Press Instructional Series.
PUB DATE- 92
NOTE- 139p.; The separate "Student Edition," is identical except for the omission of pages 5-18, 57-80.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *College Students; Cross Cultural Studies; *Cultural Awareness; Cultural Differences; *Ethnic Groups; Foreign Countries; Higher Education; *Human Services; Immigrants; Indigenous Populations; Minority Groups; Models; *Racial Discrimination; Teaching Guides; Values
IDENTIFIERS- *British Columbia; Canada; Cultural Competence; *Identity Formation

This instructor's manual provides an overview of educating human-services workers in British Columbia (Canada) in order to change and understand racism. In addition to exercises that can be used with classes to promote examination of beliefs and values, brief histories of racism in British Columbia and the experiences of specific racial or ethnic groups are traced. British Columbia is a microcosm of intense and controversial racial and cultural interactions. Several models of cross-cultural social work are explored, so that students can schools, the students, and academic achievement as a goal and with a body of knowledge. Profiles are presented of three public, nonselective, urban high schools with high teacher engagement from a sample of eight schools in which the reform process was studied. Characteristics of school culture and organization that promote the four types of engagement are explored. Engagement is most profoundly intensified when there is a sense of vision or purpose about education and the specific students served. (Contains 52 references.) (SLD)

ED 387 574 UD 030 640

Lee, Carol D.
Multicultural Education: Challenges to Administrators and School Leadership. Urban Education Program. Urban Monograph Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 19p., Papers presented at the North Central Regional Education Laboratory's 1993 Urban School Leadership Mini-Conference (Lisle, IL 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Administrator Role; Administrators; Citizenship Education; Communication (Thought Transfer); Cultural Awareness; *Culture; Democracy; Educational Change; Educational Environment; *Instructional Leadership; *Literacy; *Multicultural Education

"Academic Achievement, Culture, and Literacy: An Introduction" by John Attinasi provides a framework for the title paper. Multiculturalism requires not only a change in curriculum, but a change in school climate and pedagogy. Communication is critical, given the centrality of language and the variety of linguistic expression in homes and schools. "Multicultural Education: Challenges to Administrators and School Leadership" by Carol D. Lee reviews the difficulties in implementing multicultural education and its implications. Whether multicultural education is cast as promoting human relations, finding ways to teach effectively, or reconstructing society, administrators must take a critical look at their goals and consider alternative approaches. The debate about multicultural education should be framed by the tenets that there are demands on schooling dictated by the fundamental principles of democracy and that the fundamental demand of schooling is to prepare students to participate actively in civic debate. Changes are required in curriculum and instructional practice and in assessment practices in order to implement multicultural education of real meaning. (Contains eight references.) (SLD)

ED 387 575 UD 030 641

An Annotated Bibliography of Research on Multicultural Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; Cultural Awareness; *Cultural Differences; Curriculum Development; Educational Change; *Educational Environment;

Mission Statements, Brainstorming, Critical Success Factors, Ishikawa/Fishbone Diagram (Cause and Effect), Benchmarking, Force Field Analysis, Affinity Diagram, Flow Charting, Pareto/Histogram Diagram, Process Modeling, and Quality Functional Deployment Matrix. Chapter 8 focuses on the role of students in TQM/DSE. Chapter 9 concludes the publication with additional observations on implementing TQM/DSE. (Contains 21 references.) (ND)

ED 387 475 SP 036 255

Murray, David R.
Analysis of Parent Perceptions on Effective School Correlates: A Springboard for Planning.
PUB DATE- Mar 95
NOTE- 32p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Educational Planning; *Effective Schools Research; Elementary Education; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Partnerships in Education; Program Effectiveness; *School Effectiveness
IDENTIFIERS- *Parent Expectations

This project was designed to solicit parental perceptions of Caroline Street Elementary School (Saratoga Springs, New York) in terms of Effective Schools, a method of assessing school improvement. Families (n=334) were asked to provide their perceptions regarding correlational characteristics identified as vital to successful school programs: positive school climate; academic goals and high expectations; clearly defined curricular and planning processes; monitoring student progress; student participation; homework; parent and community involvement; rewards and incentives; and safety and discipline. About one third (112) of the returns were deemed usable. Analysis of the data showed that respondents perceived all correlate items to exist in the school, however for some correlate items, there were identifiable differences between what parents perceive was most important and what they perceived to be in actual existence. Overall the area related to school climate received high ratings, with safety perceived to be the most important item. Based on both the qualitative and quantitative analysis, the following recommendations were made: (1) safety and security should continue to be a priority; (2) appoint a subcommittee to investigate learning centered curriculum and assessment and to propose an assessment model; (3) develop and distribute a building-wide curriculum outline; (4) consider retaining a full-time library/media specialist; (5) present the proposed recommendations to parents both in writing and at a parent schoolwide meeting; (6) consider a 24-hour telephone voice information line; (7) initiate a training program to assist parents in study skills so they may assist students at home and as volunteers in the classroom; (8) continue recognition for achievement in the special areas; (9) train parents to assist bus drivers, cafeteria personnel, and during recreation activities; (10) appoint a subcommittee to examine technologies; and (11) appoint a committee to generate activities that would encourage parental involvement, community pride, and social responsibility. (Contains 28 references and

*Educational Assessment; *Graduation Requirements; High Schools; High School Students; Nontraditional Education; *Portfolio Assessment; Portfolios (Background Materials); Standards; *Student Evaluation
IDENTIFIERS- *Authentic Assessment; Community Service; *Learner Centered Instruction; New York City Board of Education; Performance Based Evaluation

Central Park East Secondary School (New York) is a school committed to authentic and learner-centered education. The school has developed an approach to assessing student performance that is active, authentic, and learner-centered. Students in the school's Senior Institute, a division comparable to the traditional grades 11 and 12, prepare 14 portfolio requirements and present 7 of them orally as graduation requirements. These portfolios, along with a common core of coursework and community internships, make up the Senior Institute curriculum. Portfolio requirements include: (1) postgraduate plan; (2) autobiography; (3) school and community service and internships; (4) ethics and social issues; (5) fine arts and aesthetics; (6) mass media; (7) practical skills; (8) geography; (9) second or dual language; (10) science and technology; (11) mathematics; (12) literature; (13) history; and (14) physical challenge. A more extensive final senior project, which may be an exploration of one of the portfolio items, is also required. The school constructs an evaluative frame for development by using portfolio exhibitions and by involving staff from all school divisions in the development of standards and evaluation of the portfolios. Three figures illustrate aspects of the portfolio process, and an appendix gives a sample science portfolio. (Contains 16 references.) (SLD)

ED 387 494 TM 023 303

Shoemaker, Caryn R.
Class of 1993 Graduation Rate Study. A Study of Graduation Rates for Arizona Public High Schools.
PUB DATE- Mar 94
NOTE- 419p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Attainment; Educational Trends; *Ethnic Groups; Grade 12; *Graduation; *High School Graduates; High Schools; *Minority Groups; Public Schools; Tables (Data); Trend Analysis
IDENTIFIERS- *Arizona

This study attempts to determine the proportion of Arizona public high school students who complete requirements for a high school diploma within 4 years. For 1993, 157 Arizona public high schools and special programs with 12th grade students in 1992-93 submitted a graduation rate report. The mean 4-year graduation rate was 68%, and the median graduation rate (the midpoint of graduation rates when ordered by rank) was 73%. The rate for high schools ranged from a low of 12% to 100%. The national goal for 1992, 80% was met or exceeded by 45 of the high schools, and another 22 schools were within 5 percentage points of the goal. In 96 schools there was a gap between minority and white graduation rates. The mean graduation rates by ethnicity were: (1) White, 74%; (2) Black, 59%; (3) Hispanic, 56%; (4) American Indian, 61%; and (5) Asian, 78%. In all five ethnic groups, graduation rates were higher for females. The graduation rate for the Class of 1993 continued an relating to the highest risk of unsuccessful outcomes, as high as seven times more likely to be unsuccessful, included being: (1) female and Caucasian; (2) female and truant; (3) female and a substance abuser; (4) female and involved with Juvenile Services; (5) Black and male; (6) Caucasian and a substance abuser; (7) Caucasian and involved with Juvenile Services; and (8) truant and a substance abuser. Implications for E/BD program development and epidemiologic analysis are explored. (Contains 4 tables and 21 references.) (Author/SLD)

ED 387 513 TM 023 731

Sawyer, Richard
Eliciting Utility Functions for Validating Course Placement Systems.
PUB DATE- 21 Apr 95
NOTE- 78p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995). For the 1994 version, see ED 373 067.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; College Faculty; *College Students; Grades (Scholastic); Higher Education; *Outcomes of Education; Remedial Instruction; Student Attitudes; *Student Placement; Teacher Attitudes; *Validity
IDENTIFIERS- Decision Theory; *Utility Functions

Course placement systems in postsecondary education consist of an assessment component to estimate students' probability of success in standard first-year courses and an instructional component in which underprepared students are taught the skills and knowledge they need to succeed in the standard courses. Student success is usually defined in terms of course grades. Using a decision theory model to judge the effectiveness of course placement systems, the feasibility of eliciting students' and instructors' preferences for the different outcomes of course placement systems was studied with groups of 129 and 141 students and 9 instructors. The results suggest that about half of the respondents to a paper-and-pencil instrument provide sufficient information to develop coherent preferences for the outcomes of a course placement system. The elicited preferences differed significantly according to the method used (value function versus hypothetical lotteries). Responses of students and instructors were similar. Appendix A contains the questionnaire, Appendix B (two tables) discusses eliciting von Neumann-Morgenstern utilities for course grades, and Appendix C (two tables) discusses constructing summary value functions for course placement outcomes. (Contains 4 tables, 1 figure, and 31 references.) (SLD)

ED 387 514 TM 023 741

Henry, Neil W.
On Applying Statistical Methods: Losing Local Control.
PUB DATE- 18 Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). Comments on an article, "Losing Local Control," by H. J. Walberg and H. J. Walberg, III, in "Educational Researcher," v23 n5 p19-26, 1994.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This report presents data from three longitudinal studies conducted by the National Center for Education Statistics. The National Longitudinal Study of the Class of 1972, the High School and Beyond study, and the National Education Longitudinal Study of 1988 (NELS:88) were all designed to assess the educational experiences and achievements of high school students. With each study cohort, the scope of the study was enlarged until the three studies came to provide a rich resource for examining changes in U.S. education in the past 20 years. Enrollment in academic programs had declined from 1972 to 1980, falling from 46 percent to 39 percent, but by 1992, it had returned to its 1972 level, and 48% of seniors were in academic programs. The percentage of seniors in vocational programs has declined from 22% in 1972 to 12% in 1992. The rebound in academic program enrollment is caused primarily by higher enrollment rates among females and minorities. Differences in achievement among racial and ethnic groups are decreasing, but social class distinctions are becoming more marked. In 1992, more students planned to go to college than in 1972, and heightened expectations for graduate degrees became apparent for all racial and ethnic groups. Five appendixes provide 44 supplementary tables and an illustrative figure, information about study methodology, and a list of publications using NELS:88 data. (Contains 21 tables, 9 figures.) (SLD)

ED 387 534 TM 024 105

Bobbitt, Sharon A.; And Others
Schools and Staffing in the United States: Selected Data for
Public and Private Schools, 1993-94. Schools and Staffing
Survey. E.D. TABS.
PUB DATE- Jul 95
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; College Bound Students; Compensatory Education; Educational Background; *Elementary School Teachers; Elementary Secondary Education; *Enrollment; *Institutional Characteristics; National Surveys; *Principals; Private Schools; Public Schools; Research Methodology; *Secondary School Teachers
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This report on the Schools and Staffing Survey (SASS) of the National Center for Education Statistics presents survey estimates for data on public and private schools, school principals, and teachers. Data reported for schools include particular programs or services offered, number of schools with students receiving Chapter 1 services or free or reduced-price lunch, and graduation and college application rates. Data reported for principals include educational level, experience, and salary. Similar data are reported for teachers, along with data on the number and percentage of continuing and newly hired full-time equivalent teachers. The approximately 81,000 public schools and 26,000 private schools in the survey account for about 76% and 24% respectively of the almost 107,000 schools in the United States in 1993-94. About 41.6 million children, about 89%, were enrolled in the public schools, and about 5 million were in private schools. Ten sections of Technical Notes present information about survey methodology. Twenty-six tables in the text and 26 standard error tables in Appendix A present survey findings. (SLD) understand what cross-cultural work with people should entail. Ten case studies are presented to get students to think about the issues involved. Effective cross-cultural teaching calls for a critical approach that must begin with the learners and their world views. The structure of this manual parallels that of the student edition, with the following sections: (1) Introduction; (2) Journeys of Discovery: Teaching Cross Cultural Social Work Practice; (3) Historical Antecedents to Racism; (4) Beliefs, Values, and Racism; (5) Values Exercises: Activities for Self Examination; (6) Models of Cross Cultural Human Service Work; (7) Case Studies; and (8) Agency Resources, Resources, and Bibliography. (Contains 5 tables, 8 figures, 18 resources, and 86 references.) (SLD)

ED 387 554 UD 030 614

Administration of the Attendance Improvement Dropout Prevention Program. State Education Department Report 94-S-48.
PUB DATE- 24 Apr 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Problems; *Attendance; Data Analysis; *Data Collection; *Dropout Prevention; Dropouts; Educational Administration; Educational Planning; Program Evaluation; School Districts; Standards; State Legislation; *Technical Assistance
IDENTIFIERS- Attendance Improvement Plan; Buffalo Public Schools NY; Monitoring; *New York; New York City Board of Education

To increase attendance rates and to decrease dropout rates in New York State, the state legislature established the Attendance Improvement and Dropout Prevention Program in 1984. The State Office of the Comptroller audited the State Department of Education's administration of the program from July 1, 1992 through April 30, 1994. The Comptroller's office found that the Department of Education has opportunities to strengthen its guidance and monitoring of the 19 school districts' programs which could enhance statewide prevention efforts. The Department needs to ensure that participating districts submit the required plans and reports, and it needs to ensure that the reports it receives are complete. The Department further needs to review the submitted plans and to provide districts with technical guidance showing how goals and outcomes should be developed. Review of program services in New York City and Buffalo indicated that program services were provided to students, but the accuracy of attendance data should be improved, and better standards should be established for when and how often attendance outreach services should be provided. Appendixes list report contributors and provide comments of officials in the Department of Education. An exhibit provides summary information about participating districts. (Contains three tables.) (SLD)

ED 387 555 UD 030 615

One Voice, One Vision--Recommendations to the Surgeon General To Improve Hispanic/Latino Health.
PUB DATE- Jun 93
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agenda Setting; *Ethnic Groups; Health Needs;

Educational Policy; Educational Practices; Educational Research; Elementary Secondary Education; *Multicultural Education; Professional Development; *Teacher Expectations of Students

This annotated bibliography provides some of the best resources available to help practitioners create high-achieving learning environments where all children have the opportunity for success. The bibliography is based on the six principles according to which resources are grouped: (1) school policies and practices demonstrate respect for and acceptance of culturally and linguistically diverse students; (2) curriculum, instruction, and assessment build on students' culture, language, and prior experiences; (3) educators set high expectations for all students and provide opportunities to reach them; (4) students gain knowledge about a variety of cultures and languages; (5) schools construct culturally responsive and high-achieving learning environments through active partnerships with parents, families, and community leaders; and (6) professional development helps educators examine their own beliefs and fosters understanding of culturally and linguistically diverse groups. In all, 58 sources are annotated. (SLD)

ED 387 576 UD 030 642

The Path of Most Resistance. Reflections on Lessons Learned from New Futures.
PUB DATE- Aug 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Development; *Disadvantaged Youth; Economic Factors; Elementary Secondary Education; Grants; *High Risk Students; *Philanthropic Foundations; Program Effectiveness; Program Evaluation; School Restructuring; Urban Education; *Urban Schools; Urban Youth
IDENTIFIERS- *Annie E Casey Foundation; *New Futures Initiative; Reform Efforts; Social Capital

In 1988, the Annie E. Casey Foundation began New Futures, an 5-year initiative aimed at preparing disadvantaged urban youth for successful lives as adults. Through grants to five mid-sized cities, the Casey Foundation sought to encourage a fundamental restructuring of the way these communities planned, financed, and delivered educational, health, and other services to at-risk youth. Grants averaging $10 million for each city made New Futures a highly visible and much discussed initiative. This paper is the Foundation's look at New Futures, a reflection on funding and managing an ambitious and comprehensive initiative. A formal evaluation, "Building New Futures for At-Risk Youth: Findings from a Five-Year Multi-Site Evaluation," was produced by the Center for the Study of Social Policy. The lessons learned are briefly summarized as: (1) comprehensive reforms are very difficult; (2) it takes time; (3) it's not for every community; (4) building local ownership is no simple matter; (5) refine and modify plans; (6) communicate; (7) real change often depends on increases in economic opportunity and social capital; and (8) stay at it. Contact addresses in the five cities are provided. (SLD)

ED 387 577 UD 030 643

Softas-Nall, Basilia; And Others
Attitudes of Counselor Trainees toward Teenage Pregnancy and

the school planning committee survey instrument.) (ND)

ED 387 476 SP 036 256

Colorado Alternative Teacher Licensing Program: A Handbook for Developing Approved Designated Agency Training and Supervision Programs.
PUB DATE- Mar 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Higher Education; *Nontraditional Education; *State Standards; Teacher Education Curriculum; *Teacher Education Programs; *Teacher Qualifications
IDENTIFIERS- *Colorado

Alternative teacher certification programs allow school districts, accredited independent schools, boards of cooperative services, and institutions of higher education to develop and implement school-based preparation for teachers. This handbook is designed to assist individual organizations and groups to develop alternate teacher certification programs that comply with the alternative teacher licensing program established by the Colorado General Assembly and the State Board of Education. Topics covered include: the definition of an alternative teacher education program; the roles of the designated agency, the advisory council, the support team, and the mentor teacher; teacher instruction, supervision, and evaluation in the program; fees; program monitoring; minority fellowships; and designated agency reporting. Effective practices used by other states are described in each section. Appendices include an alternative teacher program Statement of Eligibility form, employment and license recommendation forms, and an application sequence for alternative teacher licensing. (ND)

ED 387 477 SP 036 257

Lieberman, Myron
Teacher Unions: Is the End Near? How To End the Teacher Union Veto over State Education Policy. Briefings.
PUB DATE- Dec 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collective Bargaining; Educational Change; *Educational Policy; Elementary Secondary Education; Employer Employee Relationship; *Labor Relations; *Politics of Education; School Districts; *State School District Relationship; Teacher Associations; Teachers; Teaching Conditions; *Unions

This paper is devoted to educational reform strategy and tactics relating to the National Education Association (NEA) and the American Federation of Teachers (AFT), the nation's largest teacher unions. As is widely recognized, the teacher unions are the major obstacle to market oriented educational reforms, such as school choice or contracting out instruction to the private sector. They are also the main opposition to lowering the age upward trend in Arizona graduation rates, with the greatest improvement among American Indians. When fifth-year graduates were considered, the graduation rate for the class of 1993 rose to 71%. Eleven tables and six charts present graduation data. Five appendixes contain rankings of schools, districts, and counties by graduation rate in an additional 198 tables and 1 figure, as well as the reporting form and instructions. (SLD)

ED 387 495 TM 023 592

Parshall, Cynthia G.; And Others
Comparison of Statistical Tests of Independence for Sparse I x J Contingency Tables.
PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Comparative Analysis; *Estimation (Mathematics); Hypothesis Testing; Mathematical Models; *Probability; *Sample Size
IDENTIFIERS- *Contingency Tables; *Independence Model; Likelihood Ratio Criterion; Power (Statistics); Type I Errors

Contingency tables, and their associated statistical tests, are frequently used in educational and social research. Popular statistical tests used in contingency table analyses include the Pearson chi-square test and the likelihood ratio chi-square test. These two tests are chi-square distributed under large sample conditions. However, when a given contingency table includes small cell frequencies the obtained chi-square statistic may not be asymptotically valid, and the associated probability values will be inappropriate. An alternative statistic which has been recommended for small samples or sparse conditions is the power-divergence statistic (Read & Cressie, 1988). This study was an investigation of the performance of three tests of independence for I x J contingency tables under small sample conditions. Specifically, the objectives of the research were to investigate the power and Type I error rates under small sample or sparse conditions of the Pearson chi-square test, the likelihood ratio chi-square test, and the Read and Cressie power-divergence statistic with lambda = 2/3 (Read & Cressie, 1988). The power and Type I error rates were estimated for a variety of table dimensions, marginal distributions, sample sizes, and effect sizes. (Contains 16 references, 4 figures, and 4 tables.) (Author)

ED 387 496 TM 023 598

Davison, Mark L.; And Others
Utilizing Profile Analysis via Multidimensional Scaling To Ascertain Patterns in Course-Taking: Mathematics and Science Course-Taking Patterns.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 95
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). Additional funding provided by the Jack C. Merwin Endowment Fund of the University of Minnesota.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Data Collection; Educational Finance; Elementary Secondary Education; Minority Groups; Models; *Research Methodology; School Districts; *School District Size; *Statistical Analysis
IDENTIFIERS- *Missing Data

Although the field of statistics is receiving increasing recognition in the media and everyday life, concern continues about the quality of statistical education and statistical analysis and the application of statistical methods. This paper focuses on three areas of concern: (1) the quality of data, especially missing data; (2) the interpretation of statistical models; and (3) the rhetoric of statistical inference. An article by H. J. Walberg and H. J. Walberg, III, "Losing Local Control," is used to illustrate some pitfalls in relating student achievement to school and district size, educational funding, and minority enrollment. Issues of selection and the application of a statistical model are apparent in the study. It is essential that the supporting arguments presented in a study match the data analysis. In the study cited, the multiple regression analysis of state data cannot be regarded as providing an interpretable model. (Contains 10 references.) (SLD)

ED 387 515 TM 023 748

Williams, Valerie S. L.
Some Advantages of Controlling for False Discoveries in Multiple Comparisons.
PUB DATE- 19 Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Hypothesis Testing; Simulation; *Statistical Analysis
IDENTIFIERS- Bonferroni Procedure; Error Detection; *False Discoveries; *Multiple Comparisons; Power (Statistics); Type I Errors

Multiple comparison procedures for controlling familywise Type I error and the false discovery rate are described and compared, including the traditional Bonferroni correction, a sequential (step-up) Bonferroni procedure (Hochberg, 1988), and a sequential false discovery rate procedure proposed by Benjamini and Hochberg (1995). Motivation for formally considering the false discovery rate is discussed. A simulation study demonstrates that the Benjamini and Hochberg (BH) technique results in greater power than either of the Bonferroni procedures, and the power advantage increases with the number of inferences in the family. Another important advantage of the BH procedure is its relative consistency about the statistical significance of comparisons over alternative family sizes. It is concluded that, in situations where there is a great number of hypotheses to be tested and strong control of familywise error is unnecessary, it is reasonable to apply the BH technique as a statistical approach to error control. (Contains 12 references, 2 tables, 2 figures, and an appendix of Statistical Analysis System code for implementing the Bonferroni and BH procedures.) (Author)

ED 387 535 TM 024 109

College-Level Academic Skills Test. Statewide and Institutional Report of Results, 1992-1993.
PUB DATE- 93
NOTE- 37p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; *Achievement Tests; College Students; *Communication Skills; Community Colleges; English; Essay Tests; Higher Education; *Mathematics Achievement; Racial Differences; Reading Tests; Sex Differences; *State Programs; Testing Programs; *Test Results; Writing Tests
IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST) is mandated as part of Florida's system of educational accountability. The CLAST is an achievement test that measures students' attainment of the college-level communication and mathematics skills that have been identified by the faculties of community colleges and state universities. Four subtests make up the CLAST: (1) essay, a test of writing skill; (2) English language skills, a test of word choice, sentence structure, grammar, spelling, and capitalization; (3) reading, a test of literal and critical comprehension; and (4) mathematics, a test covering arithmetic, algebra, geometry, measurement, logical reasoning, and statistics. This document contains the combined results of the three CLAST administrations for the 1992-1993 school year, as well as separate results for October 1992, February 1993, and June 1993 in four color-coded tables. Results are based on the performance of first-time examinees in public institutions and in independent institutions. They include the means and passing rates for each subtest for each institution, for both genders and each racial and ethnic category. (SLD)

ED 387 536 TM 024 110

College-Level Academic Skills Test. Statewide and Institutional Report of Results, 1993-1994.
PUB DATE- 94
NOTE- 37p.; Bulk of document printed on colored stock.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; *Achievement Tests; College Students; *Communication Skills; Community Colleges; English; Essay Tests; Higher Education; *Mathematics Achievement; Racial Differences; Reading Tests; Sex Differences; *State Programs; Testing Programs; *Test Results; Writing Tests
IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST), mandated as part of Florida's system of educational accountability, is an achievement test that measures students' attainment of the college-level communication and mathematics skills that have been identified by the faculties of community colleges and state universities. The essay subtest examines writing skill; and the English language subtest is a test of word choice, sentence structure, grammar, spelling, and capitalization. The other two subtests are the reading test of literal and critical comprehension and the mathematics test covering arithmetic, algebra, geometry, measurement, logical reasoning, and statistics. This document contains the combined results of the three CLAST administrations for the 1993-1994 school year, as well as separate results for October 1993, February 1994, and

*Health Services; *Hispanic Americans; *Low Income Groups; Needs Assessment; Poverty; *Program Implementation; *Strategic Planning; Workshops
IDENTIFIERS- Latinos

The Hispanic/Latino Health Initiative of the Surgeon General's Office was created under Surgeon General Antonia Coello Novello to develop a plan to address barriers to quality health care and services. This report documents the activities and findings of the Initiative. It describes the status of Hispanic/Latino health in five regions of the United States, defines the challenges and priority issues encompassing the greatest disparities and barriers, and lists the recommendations related to Hispanic/Latino health priorities. Events occurring during the Initiative are reviewed, emphasizing the National Workshop in September 1992. Following an introductory chapter, Chapter 2 presents the Surgeon General's charge to Workshop participants. Chapter 3 summarizes the five background papers commissioned for the Workshop. Chapter 4 summarizes implementation strategies developed at the Workshop, and chapter 5 presents those strategies. Chapter 6 presents the Surgeon General's closing remarks, and chapter 7 summarizes the regional health meetings and their recommended strategies. Chapter 8 presents the summary recommendations developed at the April 1993 Executive Planning Committee Meeting. Appendix A lists workshop participants, and appendix B contains the Workshop agenda. Appendixes C, D, and E present supplemental information about Initiative participants and their remarks. (SLD)

ED 387 556 UD 030 616

Haberman, Martin
Star Teachers of Children in Poverty.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Philosophy; *Elementary School Teachers; Elementary Secondary Education; Low Income Groups; *Poverty; *Secondary School Teachers; *Student Attitudes; Student Motivation; Teacher Attitudes; *Teacher Effectiveness; *Urban Teaching; Urban Youth

The difficulties facing teachers in the largest urban school districts in the United States are different from those in smaller districts. It is especially important to identify the success stories of teachers and students in demanding urban classrooms. Star teachers are those who are outstandingly successful in terms of student achievement and student, parent, and administrator attitudes. This volume explores the distinctive things that star teachers do and the ideology that undergirds their behavior. To a lesser degree, it analyzes the things that star teachers do not do. Star teachers are above all else decent people. They tend to be nonjudgmental and not moralistic. Star teachers listen and actually hear the things their students, students' parents, and the community have to say. They recognize the impact of their own feelings, and they try to overcome them. They do not see themselves as saviors of the schools, and they do not really expect schools to change very much. They see themselves as winning in their interactions with children, and they enjoy these interactions so much that they are willing to put up with the irrational demands of the school system. They derive all types of satisfaction and meet all kinds of needs by teaching children and youth in poverty, with the exception of the need for power. (SLD)

Ethnicity Issues.
PUB DATE- Aug 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *Adolescents; Black Students; Counselor Attitudes; *Counselors; Counselor Training; *Early Parenthood; *Educational Attainment; *Ethnicity; Graduate Students; Higher Education; Hispanic Americans; *Pregnancy; Sex Differences; Surveys; Teacher Expectations of Students; White Students

This study surveyed 133 counselors-in-training (graduate students) on their perceptions of African American/Black, Hispanic, and White males and females in a teen pregnancy situation depicted in videotaped dramatizations. Overall, females were perceived as more likeable than were males. Respondents were less likely to encourage the Hispanic male to pursue his education. Males of all ethnicities were expected to drop out of school and get a job at a significantly greater rate than females. African American/Black males were more likely to be counseled to encourage their girlfriends to terminate pregnancy; counselor candidates were less likely to suggest termination to Hispanic males. Other findings and implications for counselor training and education for counseling teenage parents of different ethnicities are discussed. (Contains one table and nine references.) (SLD)

ED 387 578 UD 030 644

Leitman, Robert; And Others
Uninformed Decisions: A Survey of Children and Parents about Math and Science.
SPONS. AGENCY- Annenberg/CPB Project, Washington, DC.; Department of Energy, Washington, D.C.; International Business Machines Corp., New York, N.Y.; National Science Foundation, Washington, D.C.
PUB DATE- Jun 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Aspiration; *Course Selection (Students); Decision Making; *Elementary School Students; Elementary Secondary Education; *Mathematics; Minority Groups; Parents; *Sciences; *Secondary School Students; *Student Attitudes; Surveys; Teacher Attitudes; Teacher Expectations of Students

A survey was undertaken in an effort to understand the basis on which some children choose mathematics and science courses and others opt out. Interviews were conducted in classrooms with 2,500 public school students in grades 5 through 11, and 1,000 telephone interviews were conducted with parents. The survey found that most students make decisions about future math courses with limited or no academic guidance from their schools, and, in most cases, parents are not informed about why these decisions are necessary. Only one-third had participated or planned to participate in choosing their children's math courses. Over half of all students planned to drop math and science at the first opportunity. Students frequently did not understand the need to take mathematics and science courses for academic and job preparation; minority students were more likely to experience a limited curriculum. Data indicate that

of compulsory schooling, home schooling, or other reforms that would shrink the market for public education. Essentially, it is argued that it is now feasible to eliminate NEA/AFT veto power over state educational policy. This objective can be achieved in a few years, even without repeal of the state bargaining laws which have been the foundation of teacher union membership, revenues, and political power in most states. The argument is that legislative changes in the nonbargaining states and amendments to the bargaining laws in ways that are thoroughly justified on public policy grounds, apart from their implications for union political influence, will suffice. Indeed, in some cases, the amendments proposed would merely apply the safeguards for union members under the National Labor Relations Act (NLRA) to state bargaining statutes which govern school district labor relations. Partly for this reason, the changes cannot reasonably be characterized as "extremist" or some such pejorative term that suggests a narrow ideological approach to the issues of union power. (Author)

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Selection (Students); *Mathematics Instruction; *Multidimensional Scaling; National Surveys; Profiles; *Research Methodology; Research Needs; *Science Instruction
IDENTIFIERS- *National Assessment of Educational Progress; *Profile Analysis Approach

This paper describes a methodology, called Profile Analysis via Multidimensional Scaling (PAMS), designed to identify major patterns of variables and to study the relationships into which those patterns enter. Patterns of variables are here called profiles. The PAMS procedure has been adapted to characteristics of the National Assessment of Educational Progress (NAEP) data. Statistical Package for the Social Sciences (SPSS) and Statistical Analysis System (SAS) templates to implement the methodology have been or are being developed. Adaptations of the general PAMS approach for the study of course-taking patterns are described. Multidimensional scaling is being used to identify patterns of course-taking in mathematics and science, and preliminary results from these analyses are reported. The direction of future research is outlined. Four tables and 12 figures illustrate the analyses. (Contains 20 references.) (Author/SLD)

ED 387 516 TM 023 750

Chau, Hung; Hocevar, Dennis
The Effects of Number of Measured Variables on Goodness-of-Fit in Confirmatory Factor Analysis.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; College Students; *Factor Structure; *Goodness of Fit; Higher Education; Measurement Techniques; *Sample Size; Scores; Statistical Analysis; *Statistical Bias
IDENTIFIERS- *Confirmatory Factor Analysis; *Student Evaluation of Educational Quality

This study addressed which, if any, contemporary fit indices are least susceptible to the bias associated with confirmatory factor analysis (CFA) involving a large number of measured variables. Data were obtained from student responses from 1980 to 1990 on the Student Evaluations of Educational Quality (SEEQ) instrument of H. Marsh (1987). Factor analytic studies have validated the factor structure of the SEEQ. For this study, only student scores for 28 SEEQ items (7,407 classes) were included in a CFA model. Fit indices evaluated were: (1) the GFI (goodness of fit) index of K. G. Joreskog; (2) the Satorra-Bentler chi-square test; (3) Joreskog's adjusted goodness of fit index (AGFI); (4) the Bentler-Bonnett normed fit index (NFI); (5) the comparative fit index (CFI) of P. M. Bentler; and (6) the index of L. R. Tucker and C. Lewis (TLI). Bentler's CFI, the Bentler-Bonnett NFI, and the TLI were highly stable within seven factor models varying from 14 to 28 items. Because the CFI and TLI have the traditional advantage of protecting against the bias associated with large samples, results support their routine use as an adjunct to the chi-square test in CFA. Three tables present analysis and comparison results. (Contains 13 references.) (SLD)

June 1994 in four color-coded tables. Results are based on the performance of first-time examinees in public institutions and independent institutions. They include the means and passing rates for each subtest in each institution, for both genders, and for each racial and ethnic category. (SLD)

ED 387 537   TM 024 114

Stronge, James H.; And Others
How Do You Evaluate Everyone Who Isn't a Teacher? An Adaptable Evaluation Model for Professional Support Personnel.
PUB DATE- Jul 94
NOTE- 11p.; Paper presented at the Annual Institute of the Center for Research on Educational Accountability and Teacher Evaluation (CREATE) (3rd, Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselors; Elementary Secondary Education; *Evaluation Methods; Librarians; *Media Specialists; Models; Nurses; *Personnel Evaluation; *Professional Personnel; *School Psychologists
IDENTIFIERS- *Center for Research on Educ Account Teacher Eval

The evaluation of professional support personnel in the schools has been a neglected area in educational evaluation. The Center for Research on Educational Accountability and Teacher Evaluation (CREATE) has worked to develop a conceptually sound evaluation model and then to translate the model into practical evaluation procedures that facilitate implementation by practitioners in educational settings. The Professional Support Personnel (PSP) model establishes a systematic evaluation method that builds on the commonalities of the various educational specialty areas while recognizing the distinctiveness of each. Handbooks are being developed to focus on the evaluation of counselors, library media specialists, school nurses, and school psychologists. Steps in the PSP model are: (1) identify system needs; (2) identify duties; (3) select performance indicators; (4) set performance standards; (5) document job performance; (6) evaluate performance; and (7) improve and maintain professional service. (SLD)

ED 387 557 UD 030 617

Shortchanging Hispanic Girls. An Analysis of Hispanic Girls in the Greenberg-Lake Survey of Self-Esteem, Education, and Career Aspirations among Adolescent Girls and Boys in the United States.
SPONS. AGENCY- American Association of Univ. Women, Washington, D.C.
PUB DATE- Jun 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Aspiration; Adolescents; *Career Choice; Ethnic Groups; *Females; *Hispanic Americans; Minority Groups; National Surveys; Racial Differences; Racial Identification; *Self Esteem; *Sex Differences; Sex Fairness; Social Support Groups
IDENTIFIERS- *Latinas

"Shortchanging Girls, Shortchanging America," a report about the interrelationships among self-esteem, education, and career aspirations in adolescent girls and boys in today's society, received widespread attention on its release. The American Association of University Women asked the Academy for Educational Development to review the data gathered by Greenberg-Lake (the analysis group for the original report) and focus primarily on the 290 Latinas, aged 9 to 15 years, in the nationally representative sample of 2,399 young females. Review of the data suggests that: (1) an ethnic and racial gap in the self-esteem of girls increases with age; (2) the sense of self-value in the family declines for older Latina adolescents; (3) low academic pride is a factor in the low level of Latina self-esteem; and (4) teachers often neglect the opportunity to positively affect the self-esteem of their female students, especially Latinas. Lowering of aspirations occurs with the lowering of self-esteem experienced by Latina adolescents. Results indicate that Latinas are likely to find less support at home or in school than other young women growing up in U.S. society. (Contains 16 tables, 13 figures, and 7 references.) (SLD)

ED 387 558 UD 030 622

Bluestein, Jane, Comp.
Mentors, Masters and Mrs. MacGregor. Stories of Teachers Making a Difference.
PUB DATE- 95
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Experience; Educational Practices; *Elementary School Teachers; Elementary Secondary Education; Guidance; Instructional Effectiveness; *Mentors; Profiles; *Role Models; *Secondary School Teachers; Teacher Attitudes; Teacher Effectiveness; *Teaching Methods

This collection presents entertaining, inspiring, and moving stories about teachers, mentors, and other special people who made a difference in the lives of others. Stories from 174 people of all ages, professions, and backgrounds comment on "A really great teacher is someone who..." The stories and interviews come from children, friends and acquaintances of the

the interests of minority students in math and science are not being encouraged by their teachers, even though they are the students who may be most in need of guidance. (Contains 12 graphs.) (SLD)

ED 387 579 UD 030 645

Building a Community of Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 24p.; Frequency of publication not specified.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Administrator Role; *Community Development; *Educational Change; Elementary Secondary Education; Equal Education; *Instructional Leadership; Parent Role; *School Restructuring; School Size; Socioeconomic Status; Teacher Role; *Urban Schools; Urban Youth
IDENTIFIERS- *Reform Efforts

The theme of this inaugural serial issue is "Building a Community of Learners." The serial has been designed to address school restructuring and reform and the roles of teachers, administrators, and parents. The first essay, "Constructing Communities of Cooperation" by Anne Turnbaugh Lockwood examines structural change in schools and what is meant by a communally organized school. In addition to certain restructuring reforms, school size is found to be critical to student achievement gains and an equitable distribution of these gains across socioeconomic status. "City Park Secondary School: Community, Collaboration, Commitment," drawn from "Teacher Engagement and Real Reform in Urban Schools" by Karen Seashore Louis (1994), describes a school in the process of restructuring. "The Stories of Two Communally Restructuring Schools" by Anne Turnbaugh Lockwood considers two additional urban schools working toward restructuring for a sense of community. A final section, "Becoming a Community of Learners: Emerging Leadership Practices," presents questions to help practitioners reflect on leadership and the growth of school community. These questions reflect the commonalities in the experience of the three featured schools. A nine-item selected bibliography is included. (Contains 11 references.) (SLD)

ED 387 580 UD 030 646

Shared Responsibilities--Changed Lives: School-Linked & Community-Based Integrated Services. Companion Resource Book to the "Urban Audio Journal."
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Ancillary School Services; *Community Programs; Educational Policy; Educational Practices; Elementary Secondary Education; *Integrated Services; Program Descriptions; Program Development; *Radio; Responsibility; Shared Resources and Services; Urban Education; *Urban Schools

This resource booklet is a companion to the Urban Audio Journal entitled "Shared Responsibilities--Changed Lives: School-Linked & Community-Based Integrated Services." The audio journal and

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AA - ERIC Processing and Reference Facility

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CE - Adult, Career, and Vocational Education

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CS509059	ED386782

EA - Educational Management

EA026696	ED386783
EA026949	ED386784
EA026957	ED386785
EA026966	ED386786
EA026973	ED386787
EA026991	ED386788
EA026992	ED386789
EA026993	ED386790
EA026994	ED386791
EA027001	ED386792
EA027002	ED386793//
EA027003	ED386794//
EA027005	ED386795//
EA027006	ED386796
EA027007	ED386797//
EA027008	ED386798
EA027009	ED386799
EA027011	ED386800
EA027012	ED386801
EA027013	ED386802
EA027014	ED386803//
EA027015	ED386804
EA027016	ED386805
EA027017	ED386806
EA027018	ED386807
EA027019	ED386808
EA027020	ED386809
EA027024	ED386810//
EA027025	ED386811//
EA027026	ED386812//
EA027027	ED386813//
EA027028	ED386814//
EA027029	ED386815//
EA027030	ED386816
EA027031	ED386817//
EA027032	ED386818
EA027033	ED386819//
EA027034	ED386820
EA027035	ED386821
EA027036	ED386822
EA027037	ED386823
EA027038	ED386824
EA027039	ED386825
EA027040	ED386826
EA027041	ED386827
EA027042	ED386828
EA027043	ED386829
EA027044	ED386830
EA027045	ED386831

EC - Disabilities and Gifted Education

UD030617	ED387557
UD030622	ED387558//
UD030623	ED387559//
UD030624	ED387560//
UD030625	ED387561//
UD030626	ED387562//
UD030628	ED387563//
UD030629	ED387564
UD030630	ED387565
UD030631	ED387566//
UD030632	ED387567
UD030633	ED387568
UD030634	ED387569
UD030635	ED387570
UD030637	ED387571
UD030638	ED387572
UD030639	ED387573
UD030640	ED387574
UD030641	ED387575
UD030642	ED387576
UD030643	ED387577
UD030644	ED387578
UD030645	ED387579
UD030646	ED387580
UD030647	ED387581
UD030648	ED387582
UD030649	ED387583
UD030650	ED387584
UD030651	ED387585

EC304154	ED386832
EC304221	ED386833
EC304222	ED386834
EC304224	ED386835
EC304225	ED386836
EC304226	ED386837
EC304227	ED386838
EC304228	ED386839
EC304229	ED386840
EC304230	ED386841
EC304231	ED386842
EC304232	ED386843
EC304233	ED386844
EC304234	ED386845
EC304235	ED386846
EC304236	ED386847
EC304237	ED386848
EC304238	ED386849
EC304239	ED386850
EC304240	ED386851
EC304241	ED386852
EC304242	ED386853
EC304243	ED386854
EC304244	ED386855
EC304245	ED386856
EC304246	ED386857
EC304247	ED386858
EC304248	ED386859
EC304249	ED386860
EC304250	ED386861
EC304251	ED386862
EC304252	ED386863
EC304253	ED386864
EC304254	ED386865
EC304255	ED386866
EC304256	ED386867
EC304257	ED386868
EC304258	ED386869
EC304259	ED386870//
EC304260	ED386871
EC304261	ED386872
EC304262	ED386873//
EC304263	ED386874
EC304265	ED386875
EC304266	ED386876
EC304267	ED386877
EC304268	ED386878
EC304269	ED386879//
EC304270	ED386880
EC304271	ED386881
EC304272	ED386882
EC304273	ED386883
EC304274	ED386884//
EC304276	ED386885//
EC304277	ED386886//
EC304278	ED386887
EC304279	ED386888
EC304280	ED386889
EC304281	ED386890
EC304284	ED386891
EC304285	ED386892
EC304286	ED386893
EC304287	ED386894
EC304288	ED386895

EC304289	ED386896
EC304290	ED386897
EC304291	ED386898
EC304292	ED386899
EC304293	ED386900
EC304294	ED386901
EC304296	ED386902
EC304297	ED386903
EC304298	ED386904
EC304299	ED386905
EC304300	ED386906
EC304301	ED386907
EC304302	ED386908

FL - Language and Linguistics

FL021862	ED386909
FL021863	ED386910
FL022337	ED386911
FL022433	ED386912
FL022516	ED386913
FL022794	ED386914
FL022807	ED386915
FL022933	ED386916
FL022934	ED386917
FL023023	ED386918
FL023024	ED386919
FL023025	ED386920
FL023026	ED386921
FL023078	ED386922
FL023104	ED386923
FL023160	ED386924
FL023202	ED386925
FL023203	ED386926
FL023204	ED386927
FL023237	ED386928
FL023239	ED386929//
FL023240	ED386930//
FL023241	ED386931//
FL023243	ED386932
FL023244	ED386933
FL023245	ED386934
FL023246	ED386935
FL023247	ED386936
FL023249	ED386937
FL023251	ED386938
FL023252	ED386939
FL023253	ED386940
FL023256	ED386941
FL023257	ED386942
FL023258	ED386943
FL023259	ED386944
FL023260	ED386945
FL023261	ED386946
FL023262	ED386947//
FL023264	ED386948
FL023266	ED386949
FL023267	ED386950
FL023268	ED386951
FL023269	ED386952
FL023270	ED386953
FL023271	ED386954
FL023272	ED386955
FL023273	ED386956//

FL023274	ED386957
FL023275	ED386958
FL800790	ED386959
FL801076	ED386960
FL801077	ED386961
FL801078	ED386962
FL801079	ED386963//
FL801080	ED386964

HE - Higher Education

HE028501	ED386965
HE028502	ED386966
HE028503	ED386967
HE028549	ED386968
HE028550	ED386969
HE028551	ED386970
HE028552	ED386971
HE028553	ED386972
HE028554	ED386973
HE028555	ED386974
HE028556	ED386975
HE028557	ED386976
HE028558	ED386977
HE028559	ED386978
HE028560	ED386979
HE028561	ED386980
HE028562	ED386981
HE028563	ED386982
HE028564	ED386983
HE028565	ED386984
HE028566	ED386985
HE028567	ED386986
HE028568	ED386987
HE028569	ED386988
HE028570	ED386989
HE028571	ED386990
HE028572	ED386991
HE028573	ED386992
HE028574	ED386993
HE028575	ED386994
HE028576	ED386995
HE028577	ED386996
HE028578	ED386997
HE028579	ED386998
HE028580	ED386999
HE028581	ED387000
HE028582	ED387001
HE028583	ED387002
HE028584	ED387003
HE028585	ED387004
HE028586	ED387005
HE028587	ED387006
HE028588	ED387007
HE028589	ED387008
HE028590	ED387009
HE028591	ED387010
HE028592	ED387011
HE028593	ED387012
HE028594	ED387013
HE028595	ED387014
HE028596	ED387015
HE028597	ED387016
HE028598	ED387017

HE028599	ED387018
HE028600	ED387019
HE028601	ED387020//
HE028602	ED387021
HE028603	ED387022
HE028604	ED387023
HE028605	ED387024
HE028606	ED387025
HE028607	ED387026
HE028608	ED387027
HE028609	ED387028
HE028610	ED387029
HE028611	ED387030
HE028612	ED387031
HE028613	ED387032
HE028614	ED387033
HE028615	ED387034//
HE028616	ED387035//
HE028617	ED387036//
HE028618	ED387037//
HE028619	ED387038//
HE028620	ED387039//
HE028621	ED387040//
HE028622	ED387041
HE028623	ED387042
HE028624	ED387043
HE028625	ED387044
HE028626	ED387045
HE028627	ED387046
HE028628	ED387047
HE028630	ED387048//
HE028631	ED387049//
HE028632	ED387050//
HE028633	ED387051//
HE028634	ED387052
HE028635	ED387053
HE028636	ED387054
HE028637	ED387055
HE028638	ED387056
HE028639	ED387057
HE028640	ED387058
HE028641	ED387059//
HE028642	ED387060//
HE028643	ED387061
HE028644	ED387062
HE028645	ED387063
HE028646	ED387064
HE028647	ED387065
HE028648	ED387066
HE028652	ED387067
HE028653	ED387068
HE028654	ED387069
HE028655	ED387070
HE028656	ED387071
HE028657	ED387072//
HE028658	ED387073//
HE028659	ED387074//
HE028660	ED387075//

IR - Information and Technology

IR016947	ED387076
IR016964	ED387077
IR017037	ED387078

IR017123	ED387079
IR017256	ED387080
IR017281	ED387081
IR017283	ED387082
IR017300	ED387083//
IR017301	ED387084//
IR017302	ED387085//
IR017303	ED387086//
IR017304	ED387087//
IR017305	ED387088
IR017306	ED387089
IR017307	ED387090
IR017308	ED387091
IR017309	ED387092
IR017310	ED387093
IR017311	ED387094
IR017312	ED387095
IR017313	ED387096
IR017314	ED387097
IR017315	ED387098
IR017316	ED387099
IR017317	ED387100
IR017318	ED387101
IR017319	ED387102
IR017320	ED387103
IR017321	ED387104
IR017322	ED387105
IR017323	ED387106
IR017324	ED387107
IR017325	ED387108
IR017326	ED387109
IR017327	ED387110
IR017328	ED387111
IR017329	ED387112
IR017330	ED387113
IR017331	ED387114
IR017332	ED387115
IR017342	ED387116
IR017344	ED387117
IR017345	ED387118
IR017346	ED387119//
IR017347	ED387120//
IR017349	ED387121
IR017350	ED387122
IR017351	ED387123
IR017353	ED387124
IR017354	ED387125//
IR017355	ED387126
IR017356	ED387127
IR017357	ED387128
IR055394	ED387129//
IR055652	ED387130//
IR055653	ED387131
IR055657	ED387132
IR055660	ED387133//
IR055661	ED387134
IR055662	ED387135
IR055663	ED387136
IR055664	ED387137
IR055665	ED387138
IR055666	ED387139
IR055667	ED387140//
IR055668	ED387141//
IR055669	ED387142//

IR055670	ED387143
IR055671	ED387144
IR055672	ED387145//
IR055673	ED387146//
IR055675	ED387147
IR055676	ED387148
IR055677	ED387149

JC - Community Colleges

JC950419	ED387150
JC950425	ED387151
JC950441	ED387152
JC950453	ED387153
JC950454	ED387154
JC950455	ED387155
JC950456	ED387156
JC950459	ED387157
JC950460	ED387158
JC950461	ED387159
JC950462	ED387160
JC950463	ED387161
JC950464	ED387162
JC950465	ED387163
JC950466	ED387164
JC950467	ED387165
JC950468	ED387166
JC950469	ED387167
JC950470	ED387168
JC950471	ED387169
JC950472	ED387170
JC950473	ED387171
JC950474	ED387172
JC950475	ED387173
JC950476	ED387174
JC950477	ED387175
JC950478	ED387176
JC950480	ED387177
JC950481	ED387178
JC950482	ED387179
JC950483	ED387180
JC950484	ED387181
JC950485	ED387182
JC950486	ED387183
JC950487	ED387184
JC950488	ED387185
JC950490	ED387186
JC950491	ED387187
JC950492	ED387188
JC950493	ED387189
JC950494	ED387190
JC950495	ED387191
JC950496	ED387192
JC950497	ED387193
JC950499	ED387194
JC950500	ED387195
JC950501	ED387196
JC950502	ED387197
JC950503	ED387198
JC950504	ED387199

PS - Elementary and Early Childhood Education

PS023202	ED387200

PS023223	ED387201//
PS023271	ED387202
PS023289	ED387203//
PS023324	ED387204//
PS023326	ED387205
PS023411	ED387206
PS023424	ED387207//
PS023427	ED387208
PS023439	ED387209//
PS023446	ED387210//
PS023459	ED387211//
PS023466	ED387212
PS023470	ED387213//
PS023474	ED387214//
PS023481	ED387215
PS023489	ED387216//
PS023493	ED387217
PS023521	ED387218
PS023524	ED387219
PS023547	ED387220
PS023548	ED387221
PS023552	ED387222
PS023554	ED387223//
PS023558	ED387224
PS023559	ED387225//
PS023560	ED387226//
PS023562	ED387227
PS023563	ED387228
PS023564	ED387229//
PS023565	ED387230//
PS023566	ED387231//
PS023568	ED387232
PS023569	ED387233
PS023572	ED387234//
PS023574	ED387235//
PS023578	ED387236
PS023583	ED387237
PS023584	ED387238
PS023585	ED387239
PS023587	ED387240
PS023589	ED387241
PS023592	ED387242
PS023593	ED387243
PS023594	ED387244
PS023595	ED387245
PS023596	ED387246
PS023598	ED387247
PS023599	ED387248
PS023600	ED387249//
PS023601	ED387250
PS023602	ED387251
PS023603	ED387252//
PS023607	ED387253
PS023613	ED387254
PS023614	ED387255
PS023615	ED387256
PS023616	ED387257
PS023617	ED387258
PS023619	ED387259
PS023621	ED387260
PS023628	ED387261
PS023629	ED387262
PS023634	ED387263
PS023636	ED387264

PS023637	ED387265
PS023638	ED387266
PS023639	ED387267
PS023653	ED387268
PS023665	ED387269
PS023669	ED387270
PS023725	ED387271
PS023734	ED387272
PS023792	ED387273

RC - Rural Education and Small Schools

RC019967	ED387274
RC020133	ED387275
RC020194	ED387276//
RC020212	ED387277
RC020222	ED387278
RC020224	ED387279
RC020225	ED387280
RC020226	ED387281
RC020227	ED387282
RC020228	ED387283
RC020229	ED387284
RC020230	ED387285
RC020231	ED387286
RC020232	ED387287
RC020233	ED387288
RC020234	ED387289
RC020251	ED387290
RC020252	ED387291
RC020253	ED387292//
RC020257	ED387293
RC020262	ED387294
RC020264	ED387295
RC020265	ED387296
RC020266	ED387297//
RC020269	ED387298
RC020278	ED387299
RC020279	ED387300
RC020280	ED387301
RC020293	ED387302
RC020295	ED387303//
RC020301	ED387304//
RC020313	ED387305//
RC020315	ED387306
RC020316	ED387307
RC020319	ED387308
RC020321	ED387309

SE - Science, Mathematics, ans Environmental Education

SE054756	ED387310
SE055802	ED387311
SE056519	ED387312
SE056557	ED387313
SE056562	ED387314